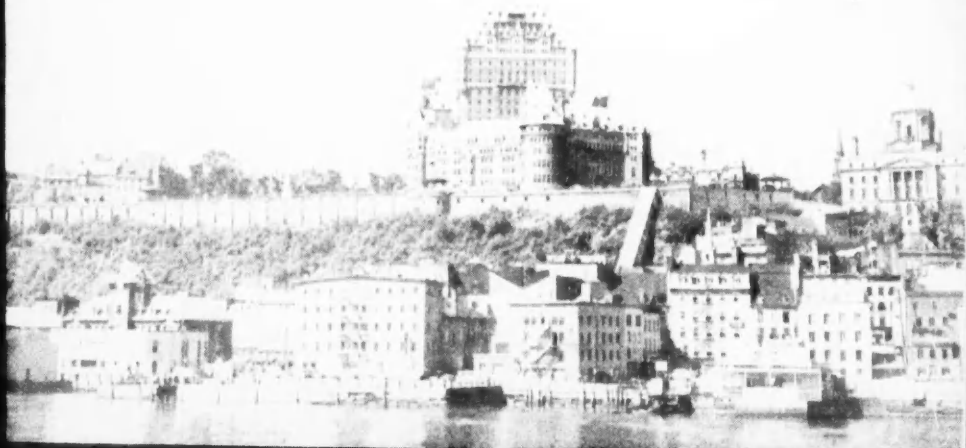


THE CANADIAN *modern language* REVIEW



CITY OF QUEBEC

Photo by William G. Smith

VOLUME XIV

SUMMER 1958

NUMBER 4

modern language books

french

	grammar and composition	
	A HANDBOOK OF EVERY-DAY FRENCH, 3RD ED.	
Brown	reading texts	\$3.00
	BEGINNING READINGS IN FRENCH	
Milligan	INTERMEDIATE READINGS IN FRENCH PROSE	\$3.00
Galpin and Milligan	INTERMEDIATE READINGS IN FRENCH PROSE	\$3.40
Galpin and Milligan, Alternate Ed.	PETITE CONTES HUMORISTIQUES	\$3.40
Macy and Grubbs	literature	\$3.25
	COLLECTION POURPRE	
The unabridged best works of leading modern French writers. Compact, easy-to-handle, uniformly bound. Each 90c		

italian

	grammar and composition	
	CORSO D'ITALIANO	
Young and Cantarella		\$3.65

write for further information
132 Water Street, South • Galt, Ontario
brett-macmillan ltd.

spanish

	grammar and composition	
	SPANISH FOR THE FIRST YEAR	
Rogers	reading texts	\$4.25
Eoff and King	SPANISH-AMERICAN SHORT STORIES	Paperbound \$1.90
Cervantes	DON QUIXOTE	\$2.90

FROM THE MACMILLAN HISPANIC SERIES
edited by Crawford and Green

AMPLE NOTES AND A COMPLETE VOCABULARY INCLUDED IN EACH VOLUME

german

	grammar and composition	
	INTRODUCTION TO GERMAN, REVISED	
Steinhauer and Sundermeyer	BEGINNING GERMAN	\$3.00
Schinnerer, Revised by Tovey	CONTINUING GERMAN	\$3.50
Schinnerer	reading texts	\$3.50
	READING GERMAN	
Schinnerer		\$3.90
Hallamore and Jetter	AM KREUZWEG	\$3.75



Teachers of French in Canada

to keep abreast with

REAL LIVING FRENCH

you should not miss this *prima* edition of the now completed



Dictionnaire General

DE LA LANGUE FRANÇAISE AU CANADA

by **Louis-A. Belisle**

Comprising:

- A complete repertory of CONTEMPORARY FRENCH, including more than 4,300 CANADIANISMS and many neologisms not entered as yet in French dictionaries published in Europe.
- 1,408 pages. — 54,582 articles. — 3,065 new illustrations. Color inserts. — Legible and modern typography.
- Examples of usage, not confined to French classic writers but including thousands of French-Canadian sentences "which are full of richness and humour".

A PUBLICATION OF GREAT LINGUISTIC and HISTORICAL SIGNIFICANCE

For the personal, school and public library, a reference book second to none.

Price \$25.—Special discount to teachers and institutions.

See it at your favourite bookstore or ask for descriptive literature and folder, to

BELISLE EDITEUR - - QUEBEC

2 et 4 rue St. Jacques

Tél.: LA 2-1344



*New French Books
for Teachers and Students*

**LANGENSCHIEDT'S
UNIVERSAL DICTIONARY**

FRENCH-ENGLISH :: ENGLISH-FRENCH

- About 30,000 entries
- Light and easy to handle
- Pocket size 3" by 4¼"
- Indispensable for study, travel, business
- Price \$1.00

L'ETRANGER

BY ALBERT CAMUS

Edited by Germaine Brée and Carlos Lynes

L'ETRANGER is one of the most remarkable French literary works of the mid-twentieth century. It was published in 1942, in a cold, gloomy, Paris spring, during one of the darkest periods of the Second World War. It brought immediate fame to its young author. \$1.35

THE RYERSON PRESS

299 QUEEN STREET WEST, TORONTO 2-B, CANADA

CONGRATULATIONS!

to: THE CANADIAN MODERN LANGUAGE REVIEW

on receiving the

GREER MEMORIAL AWARD

for an outstanding contribution to education

from the publisher of:

- Hémon: **Maria Chapdelaine**
Edited, with notes and questions, by Dr. A. A. Thibault, Prescribed for Grade XIII, 1958-59.
- Steinhauer: **Lectures Choiesies** 1.00
A collection of French stories, with questions, exercises and vocabulary, recommended for Grade X.
- St. John: **Livre de Lecture** 1.75
An outstanding intensive reader recommended for Grade XI with questions, exercises and vocabulary.

Prices are subject to an educational discount of 20% plus carrying charges. *order from*

THE MACMILLAN COMPANY OF CANADA LTD.

70 Bond Street

Toronto 2, Ontario

O.M.L.T.A. COUNCIL

PAST PRESIDENT Dr. R. W. TORRENS, University of Western Ontario, London, Ont.
PRESIDENT MR. IAN FERGUSON, Collegiate Institute, Streetsville, Ont.
VICE-PRESIDENT PROF. MARIE STOCK, McMaster University, Hamilton, Ont.
SECRETARY-TREASURER PROF. A. M. FOX, Queen's University, Kingston, Ont.

Councillors:

PROFESSOR R. K. ARNOLD, (1956-59), 131 Roxborough East, Toronto, Ont.
MR. J. J. McKERROW, (1956-59) Burnhamthorpe C. I., Toronto 18, Ont.
MISS MARY HEASMAN, (1956-1959) Sarnia Central C. I., Sarnia, Ont.
MISS MADELINE LAKE, (1957-60) East York Collegiate Institute, Toronto, Ont.
MISS HELEN PLEWMAN, (1957-60) Delta Secondary School, Hamilton, Ont.
JOHN FRY (1958-61) Quinte Secondary School, Belleville, Ont.
DR. G. A. KLINCK, ex-officio North Toronto C. I., Toronto, Ont.

Committees:

MEMBERSHIP—MISS HELEN PLEWMAN RESOLUTIONS—MR. J. J. McKERROW
PROGRAMME—PROF. MARIE STOCK NOMINATIONS—DR. R. W. TORRENS
RESEARCH — M. SNIDERMAN

U.S. Prescriptions:

MR. WILLIAM BEATTIE (Toronto), MR. IAN FERGUSON (Streetsville),
MISS M. A. GILLES (London).

CLARKE, IRWIN & COMPANY LIMITED

publishers of

PREMIERES ANNEES DE FRANCAIS

COURS MOYEN DE FRANCAIS, Parts I and II

The HARRAP FRENCH DICTIONARIES

and other books for the teaching of languages

offer warm congratulations to

THE CANADIAN
MODERN LANGUAGE
REVIEW

on the occasion of its receiving The Greer Memorial Award in recognition of its outstanding contribution to Canadian education. We wish the Editorial Board continued success in the important task of providing teachers of Modern Languages with a medium for the exchange of ideas and experience, and for critical analysis of new books and new methods.

THE CANADIAN Modern Language Review

Published by

THE ONTARIO MODERN LANGUAGE TEACHERS' ASSOCIATION
TORONTO, ONTARIO

Volume XIV

SUMMER, 1958

Number 4

EDITORIAL BOARD

GEORGE A. KLINCK, Editor & Advertising Manager. P. K. HAMBLBY, Business Manager
194 Dawlish Ave., Toronto 12. 34 Butternut St., Toronto, Ont.
MORGAN KENNEY, Review Editor, 188 Graham St., S., Hamilton, Ont.

Associate Editors:

EUGENE JOLIAT
J. H. PARKER

DORIS SCHISSLER
WILLIAM BEATTIE

M. SNIDERMAN
DAVID ELDER

Alberta Representative	E. CATHERINE BARCLAY
British Columbia Representative	SADIE M. BOYLES
Manitoba Representative	VICTOR LEATHERS
New Brunswick Representative	LEOPOLD TAILLON
Quebec Representative	J. P. VINAY
British Representative	MRS. THOMAS GROSART
Australian Representative	M. GELMAN

CONTENTS

<i>President's Remarks—OMLTA Convention, 1958, Robert W. Torrens</i>	7
<i>A Brief History of the Canadian Modern Language Review, Winner of the Greer Memorial Award</i>	11
<i>L'Importance d'une Deuxième Langue pour l'Entente Internationale Vincenzo Cioffari</i>	18
<i>The Bilingual Seminar on French Canada Today</i>	C. R. Parsons 24
<i>Maria Chapdelaine</i>	R. K. Hicks 26
<i>The Canadian's French</i>	Jeannot Dabray de la Hève 30
<i>Standardized Tests for Grade XII Pupils of the General Course M. Sniderman</i>	32
<i>Let's Be More Definite About the Past Definite</i>	David M. Hayne 36
<i>Foreign Exchange</i>	Directed by Morgan Kenney 38
<i>French Teaching Aids and Realia</i>	David Steinhauer 42
<i>Items of Interest</i>	47
<i>Resolutions Passed by the OMLTA, 1958, to be Submitted to the Department of Education</i>	A. M. Fox 49
<i>Book Reviews</i>	Directed by Morgan Kenney 51
<i>Directory of Advertisers (1944-1958)</i>	59
<i>Index to Volume XIV</i>	62

SUMMER NUMBER, 1958

5

*For Grade Nine and Ten French
All Through Ontario.
The Trend Is Towards*

LE FRANÇAIS VIVANT

Stock - Stock - Jeanneret

Now in use in many Ontario High Schools, **Le Français Vivant** has proved itself to be the most unreservedly applauded French text to appear in recent years.

The many reasons are obvious.

- * The organization of grammar and vocabulary, the quality and sparkle of the reading selections, provide a rich experience for teacher and pupil.
- * Functional drawings by a skilled artist lead to an oral interpretation of much of the material in the reading lessons.
- * Short supplementary reading selections, poems, games, and songs aid in the presentation of the truly contemporary, living, French language.

335 pages

price \$2.50

THE

Copp Clark Publishing Co.

LIMITED

517 Wellington St. W.

Toronto, Ont.

PRESIDENT'S REMARKS—O.M.L.T.A. CONVENTION 1958

One year ago, when I fell heir to the presidency of this Association, my predecessor handed me a tome: *The Record of Proceedings Vol II (1920-1953)*. May I say, parenthetically, that a year of inquiries and sporadic research has finally unearthed Volume I (1886-1919). It is placed in the Archives of the Province in the Parliament Buildings, Queen's Park, and may be consulted at any time by members of the section. It is filed under "Minutes" and "Modern Languages".

I have noted in my browsings in Volume II that in the good old days OMLTA Conventions began the three day sessions with — not just President's Remarks, but a Presidential Address on some timely topic. Minutes of those early meetings record almost invariably that upon conclusion of the President's Address some appreciative member immediately arose and moved that the address be printed and circulated. Those were the days! Now lest you are feeling apprehensive, let me reassure you. It is not my intention to revert to a vanished custom. Our 1958 programme calls for remarks and allows not more than ten minutes for the same. Remarks then it will be and I will waste no time expressing my frustration at not being allowed to pour out on this occasion my philosophy of education and all the wisdom gathered in the classroom and in my study over a long period of years.

Browsing in the records of earlier conventions did frequently prove a rewarding experience. It was interesting to note how often the names of well known figures, such as professors Squair, Buchanan, Needler, Shanks, Brovedani, appear on the list of officers and speakers in the early years. Occasional bits of unintended humour enliven the pages, as for instance: "Mr. Bale, with the assistance of pupils from North Toronto Collegiate Institute then gave a demonstration of the use of simple plays in the teaching of lower school French and German. The demonstration proved very suggestive." (p. 16).

Perhaps the thing which impresses one most in a perusal of the records is the fact that the same problems have been discussed and debated over and over again at the meetings of our Association. I ask your permission to illustrate by reading a few paragraphs from the minutes of the 1920 Convention—the first recorded in Volume II.

"The minutes of the session of 1919, printed in the report of the proceedings, were taken as read, and approved. A letter was read from the Minister of Education acknowledging receipt of the resolution passed by the Section in 1919, asking for the appointment of a Commission to investigate the conditions under which Modern Languages are being taught."

"It was moved by Professor Will, seconded by Mr. Husband, that a committee of this section be appointed to consider the whole question of the teaching of modern languages in the schools of the province and to make such suggestions as may be deemed advisable. Carried."

"A letter was then read from Mr. Anglin, Secretary of the Matriculation Board, asking that a committee be appointed to enquire into the suitability of the texts chosen in French and German for the Pass and Honour Matriculation examinations of 1921, and as to whether an adequate supply was available."

"It was moved by Mr. Irwin, and seconded by Professor Will: That in the opinion of this section it would be advisable that matriculation texts be chosen by a joint committee of members of the University Staffs and the High School teachers; that suitable editing be done, the expense of which should be met by the Department of Education, and that a suitable text in prose composition be prepared for use in the Middle School and Upper School. Carried."

"It was moved by Mr. Irwin, seconded by Mr. Husband, and carried: 'That in the opinion of this section it would be advisable that a new French reader be prepared'. The Secretary was instructed to forward this resolution to the Minister of Education, the Deputy Minister of Education, the Editor of Text-Books and the Secretary of the Matriculation Board."

"Moved by Mr. Husband, seconded by Professor Ferguson, and carried: That in the opinion of the section the regulation by which prose passages for Honour Matriculation and Faculty Entrance examinations must be based on the High School French and German readers, should be cancelled."

Perhaps you will say "Plus ça change, plus c'est la même chose." It is true that we are still discussing the same problems, and yet I must point out that, in some instances at least, we are not simply repeating ourselves. On some points, we have changed our attitudes and convictions rather radically. Take, for example, this paragraph which appears on page 18:

"Professor Buchanan read a paper on the work of the Investigating Committee on Modern Languages. The speaker gave us his opinion that as the opportunities for getting the students to acquire a proper knowledge of the spoken word were so rare, and as the ability to speak the foreign language was so evanescent, it was better to stress the study of the literature, art and life of the foreign people rather than waste our time trying to accomplish the impossible with the spoken language."

That paragraph is taken from the minutes of April 15, 1925. Over the next twenty years the minutes show a gradually increasing conviction that the direct method should be used and that oral fluency and comprehension should be the chief goals in language instruction. This trend reaches its height perhaps in the minutes of April 4, 1945, with this paragraph: "In his interesting and humorous review of his fifty years of French instruction in this country, Professor de Champ brought the meeting the encouraging assurance that the use of the Direct Method of instruction is achieving its main objective. 'Today we speak French', the speaker affirmed." And now, ten years later, we note that modern language Grade XIII papers began to present

some questions to be answered in English, followed by questions requiring translation from the foreign language into English. It would appear that aims are again being modified. How far this trend will go remains to be seen. This will suffice to prove my contention that although we usually discuss the same problems at our meetings, the answers vary and we do not stand still.

At this point, I must remember that I am limited to remarks. Before it is too late, I should like to note several interesting achievements and developments in the affairs of our Association. First on my list is this: At the annual meeting of the O.E.A. held last night in Convocation Hall the Greer Memorial Award was presented to our own Canadian Modern Language Review. This annual monetary award is made to recognize meritorious achievement in the field of education. We are proud that it has this year been presented to our publication and we enthusiastically congratulate the Editor, Dr. George Klinck, and his able assistants.

Next, I would call attention to the third OMLTA fall conference held last autumn at Kingston. We conclude that by now the fall conference has caught on, has proved its usefulness and is on its way to becoming a tradition of the Association. Meetings have been held in London, Hamilton and Kingston. Waterloo College and Assumption University have extended invitations for the fall of 1958 and one of the first duties of your new executive will be to take action on these offers of hospitality. It is surely not necessary to say that meetings held away from Toronto encourage wider interest in the Association in the smaller centres and bring new ideas and talent to the efforts of our group.

Finally, I would like to mention the impressive activity of members of our section in the publishing field. We are rapidly becoming a guild of editors. They say that in France every successful man aspires to own and edit a newspaper. It begins to appear that every teacher in OMLTA has brought out, is about to bring out, or is considering bringing out a modern language text. Congratulations to all those, too numerous to mention individually, who are devoting themselves to leadership in this field! Never let it be said that our section lacks ambition, energy, and ideas.

Robert W. Torrens,
President.



Dr. Klinck and Mr. Hambly admire the Greer Memorial Award.

A BRIEF HISTORY OF
THE CANADIAN MODERN LANGUAGE REVIEW,
WINNER OF THE GREER MEMORIAL AWARD



The Editor accepts the Greer Memorial Award from Mrs. J. M. Watson, First Vice-President of the O.E.A.

At the 1958 Annual meeting of the Ontario Educational Association, which was held in Convocation Hall, University of Toronto, on Monday evening, April 7, *The Canadian Modern Language Review* received the Greer Memorial Award for its outstanding contribution to education. Dr. George A. Klinck, the Editor of the *Review*, was designated by Dr. R. W. Torrens, President of the O.M.L.T.A., to accept the award, which was graciously presented by Mrs. J. M. Watson, first Vice-President of the O.E.A. We know that our faithful readers and contributors will be interested in the following brief history of *The Canadian Modern Language Review* which, for the past fourteen years, has been the devoted servant of teachers of Modern Languages in Canada and the U.S.A.

In the spring of 1943, Dr. G. A. Klinck, then Secretary-Treasurer of the O.M.L.T.A., was favoured by a visit from Mr. J. Leduc of Runnymede Collegiate and Mr. P. K. Hambly, Vice-Principal of East York Collegiate and publisher of *Le Français à la page*. As a result of this interesting meeting, a note was put in the O.M.L.T.A. *Bulletin*, the forerunner of the *Review*, recommending *Le Français à la page* under the heading "A Dream Come True". Had this historic meeting not taken place, it is doubtful whether there would ever have been a *Review* to replace the original mimeographed *Bulletin*. When the idea later occurred to Dr. Klinck that the O.M.L.T.A. might profitably

publish a regular printed journal which would be of practical assistance to teachers of Modern Languages, it was inevitable that he should invite Mr. Hambly, the enterprising publisher of *Le Français à la page* and of a Latin periodical called *Res Gestae*, to look after the business end of the project. Mr. Hambly generously agreed to assume his nebulous responsibilities although he himself, as a teacher of Classics, had no personal interest in the affairs of the O.M.L.T.A.

With the support of President Janet Smith of Weston C. & V. S. and her Executive Committee, a proposal to publish a professional magazine which would contain convention addresses and other material of interest to teachers of Moderns was placed before the 1944 convention for consideration. On the strength of some 50 paid-up subscriptions, solicited and obtained at the Convention, the meeting authorized the publication of a quarterly magazine which would be offered to teachers of Modern Languages at a subscription rate of \$1.00 per annum. The details of publication were left to the incoming Executive.

At its first meeting after the Convention, the Executive Committee, under the chairmanship of President Harold Freeman of McMaster University, appointed the following Editorial Committee to launch the publication of the new magazine: Editor-in-Chief—G. A. Klinck, North Toronto C. I.; Business Manager—P. K. Hambly, Assistant Principal of East York C. I.; Prof. F. C. A. Jeanneret, Head of the French Department of University College; the late Prof. Alexander Lacey of Victoria University; Miss Gladys Edmondson of Oshawa C. I.; Prof. H. E. Jenkin of the University of Western Ontario, Director of the Summer School at Trois Pistoles; and Mr. Jacques Leduc of Runnymede C. I.

At its first meeting, the Editorial Committee, at the suggestion of Dr. Lacey, named the as yet unborn magazine *The Modern Language Review*. The name was subsequently changed to *The Canadian Modern Language Review* to avoid possible confusion with a British publication of that name.

In 1944 Canada and her allies were still at war with Nazi Germany and the shortage of certain commodities, including paper, was becoming increasingly acute. No new publications were to be authorized. But for the kindly consideration of Mr. W. A. Deacon of the *Globe and Mail*, who as a member of the War Time Prices and Trades Board had control of our dwindling paper supply, the *Review* would never have seen the light of day. When the Editor of the *Review* pointed out that two issues of the magazine had already been published in mimeographed form (the first O.M.L.T.A. Bulletin had been issued by Secretary J. H. Morgan, now Superintendent of Secondary Schools for Toronto; and the second, by his successor, G. A. Klinck), Mr. Deacon relented and granted permission to the Association to continue publication under the new name and format.

The first number of *The Canadian Modern Language Review* printed by the late Mr. Samuel Farmer, veteran educationist and

publisher of the *Port Perry Star*, appeared in September, 1944, and was sent out by the Business Manager, Mr. Hambly, to its approximately 200 subscribers.

The first editorial explains the purpose and function of the *Review*, which have been faithfully adhered to during its fourteen years of publication:

"The publication of *The Canadian Modern Language Review* marks the beginning of a new era of co-operation and understanding among teachers of Modern Languages. The new *Review* will function at first as the official organ of the Ontario Modern Language Teachers Association, but its scope and influence will rapidly be extended to meet the needs of Modern Language teachers from coast to coast.

"Many of our problems are identical with those of the United States of America and we invite the collaboration of our American colleagues. But the fact that in Canada we have two official languages raises special issues. Modern Language teachers find themselves in a uniquely favourable position to interpret the divergent sentiments and aspirations of the two linguistic groups, with a view to establishing common aims and objectives. In a very special sense, it is our responsibility to promote Canadian unity. This good-will policy will gradually be extended to our Spanish American neighbours and to the world at large.

"In the first section of the *Review*, entitled 'Literature and the Arts', we aim to publish original articles of literary and cultural significance.

"The section devoted to 'Teaching Methods' will present effective modes of approach to Modern Language instruction and helpful techniques for the treatment of difficult lesson topics.

"'Helpful Hints', as the heading implies, will offer practical suggestions from teachers in various types of colleges and secondary schools.

"The most unique feature of the new *Review* is the publication of a series of type examinations which will help teachers to determine at suitable intervals what progress their pupils have made.

"From time to time we shall publish lists of French, German and Spanish books which are popular among teachers and students.

"Reviews of the latest texts will acquaint our readers with the best in current school literature.

"In short, the *Canadian Modern Language Review* will serve as advocate, counsellor, and guide to teachers of Modern Languages.

"Despite divergencies of viewpoint and opinion, our teachers have the same general interests and aspirations. We can all profit from the exchange of ideas. Let us pool our resources in the new *Review*, placing the hard-won experience of each at the disposal of all, for *community of interest is the surest bond of friendship.*"

In the March, 1946, issue, of the *Review*, President Dorothy M. Wilkins (now Mrs. Grosart of Oshawa) testified to the progress made by the *Review* in the first two years of service:

"The *Review* has served its readers well. Despite many difficulties, the magazine has gone into schools all over the province, and even beyond its boundaries. It exemplifies the unity which exists amongst the Moderns Teachers of Ontario. This unity is created and fostered by love for and faith in the subject we teach. Idealistic, you say? Yes, but deeply satisfying. Our greetings and our thanks to the Editorial Committee."

Like other professional publications, the *Review* has had its ups and downs. Several times the magazine has been threatened with extinction, due to rising costs of printing and the difficulty of securing advertisements because of its relatively low circulation. (Our most faithful advertiser is Clarke, Irwin & Co., who during the past fourteen years have missed only one issue of the "*Review*".) Several times the O.M.L.T.A. has asked the Department of Education for an annual grant to ensure the perpetuation of the *Review*.

At the 1948 Convention of the O.M.L.T.A. an Emergency Fund was established to ensure the continued publication of *The Canadian Modern Language Review*, which had then completed its fourth year of service. The response to this appeal was more than gratifying. By the fall of 1948, 147 teachers had contributed a total of \$330 to this fund, and the *Review* had gained 90 new subscribers!

But printing costs kept on increasing and the Emergency Fund was almost depleted. At its 1949 Convention, the O.M.L.T.A. authorized the Editorial Committee to raise the subscription rate from \$2.00 to \$3.00 per annum, beginning with September, 1949. In the Summer and Fall numbers of 1950, the *Review* carried a list of subscribers to encourage them to continue their support.

Then came the time of testing. In the spring of 1951, the funds were at such a low ebb that the Business Manager could not authorize another issue. But thanks to the generous gifts of friends and a grant of \$200 from the General Association, solicited by Secretary Harry Steels of Etobicoke C.I. at a meeting of the Board of Directors, and an encouraging increase in the number of subscribers, the Editorial Committee was able to continue the publication of the *Review*. Since then several emergencies have arisen, but the *Review* has been able to weather the storm.

For the past two years, the Business Manager has been able to declare a substantial balance at the end of the publishing year in June. This has been possible for several reasons: (1) a virtual stabilization of production costs; (2) a substantial increase in the number of subscribers; (3) the continued support of our advertisers; (4) a considerable income from the recently established Service Bureau of the *Review*, a supplementary service organized and directed by our energetic Business Manager. (For several years the *Review* has not required any subsidy whatsoever from the O.M.L.T.A.)

During its fourteen years of publication, the *Review* has been faithful to its purpose. It has been the inspiration and guide of hundreds of teachers of Modern Languages in Canada, and the U.S.A., providing an abundance of useful material for their immediate needs.

The *Review* has helped to raise the standard of instruction in our Secondary Schools and Colleges. It has advocated a more vital approach to the teaching of Modern Languages. It has initiated reforms in teaching methods, curricula and textbooks. Most important of all, it has established a bond of fellowship and mutual understanding between our High Schools and our Universities.

Although the *Review* has not yet become a truly Canadian magazine, since about 80% of its subscribers are Ontario teachers and the material, of necessity, largely follows the Ontario pattern, it awaits but the formation of a Canadian Modern Language Association to broaden its scope of usefulness. In the meantime, the *Review*, with its interchange of cultural articles in English, French, German and Spanish, has been a small but potent force in the promotion of Canadian unity.

The *Review* has established a rewarding exchange with a number of other magazines with similar aims and objectives: *The French Review*, *The Modern Language Journal*, *The Modern Language Forum*, *Le Bayou*, *The German Quarterly* (U.S.A.); *Modern Languages* (Great Britain); *Les Langues Modernes* (France); *Babel* (Australia). We also exchange publications with reviews of more general interest: *La Nouvelle Revue Canadienne*, *La Revue de l'Université Laval*, *Le Journal des Traducteurs*, *Concorde* (Québec); *The A.T.A. Magazine* (Alberta), *The Waterloo Review* (Ontario); and also with three French language newspapers: *Le Travailleur* (Worcester, Mass.), *La Tribune de Lévis* (Québec); *Les Nouvelles françaises de Toronto* (Ontario).

Without the support of its advertisers, in Canada and the U.S.A., the *Review* would soon be out of circulation. During the past fourteen years, our 69 advertisers have contributed a total of more than 600 advertisements to the *Review*. The representative of one of our leading publishing firms, whose advertisement has appeared 53 times, has stated that the *Review* is "more likely to be read from cover to cover" than any other similar publication. The Editorial Board is deeply grateful to the loyal advertisers, whose names are listed in the Directory of Advertisers on page 59.

In addition to the faithful members of the original Editorial Committee listed above, the *Review* has profited from the able collaboration of the following teachers and professors:

Miss Marjorie Fugler of Humberstone C.I.; Prof. A. P. Martin, Prof. A. W. Patrick and Prof. Marie Stock of McMaster University; and Mr. Maurice Smith of Oakwood C.I.

The present Editorial Committee consists of:

Dr. G. A. Klinck, Editor and Advertising Manager; Mr. P. K. Hambly, Business Manager; Miss Doris Schissler of Bathurst Heights C.I., Secretary; Mr. Morgan Kenney of Hill Park Secondary School, Hamilton, Book Review Editor; Prof. Eugène Joliat of University College; Mr. William Beattie of York Mills C.I.; Mr. David Elder of Burlington H.S.; Prof. J. H. Parker of University College; and Mr. M. Sniderman of Lorne Park Secondary School.

In addition, the *Review* has had the loyal support of its faithful representatives in other provinces and countries: Miss E. Catherine Barclay, Alberta; Miss Sadie M. Boyles, British Columbia; Prof. Victor Leathers, Manitoba; Prof. J. P. Vinay, Quebec; Prof. Léopold Taillon, New Brunswick; Mrs. Thos. Grosart, Great Britain; Prof. L. A. Triebel, Australia.

From the beginning the *Review* has been a co-operative enterprise to which each member of the Editorial Committee has made a notable contribution. A special tribute is due to Mr. P. K. Hambly for his practical outlook, his sound advice and his careful and efficient administration of the financial affairs of the *Review*.

The Editorial Committee of the *Review* is sincerely grateful for the enthusiastic and unfailing support of the officers and members of the O.M.L.T.A.

The Presidents and Secretary-Treasurers of the 16 administrations under which the *Review* has functioned are listed below:

- 1943-44: Miss Janet Smith, G. A. Klinck.
- 1944-45: Prof. H. A. Freeman, G. A. Klinck.
- 1945-46: Miss Dorothy M. Wilkins, G. A. Klinck.
- 1946-47: Prof. A. Lacey, M. Sniderman.
- 1947-48: Jacques Leduc, M. Sniderman.
- 1948-49: G. A. Klinck, Miss Eleanor McCormick.
- 1949-50: Prof. H. L. Humphreys, Miss Lottie Hammond.
- 1950-51: Miss K. Russell, Miss Lottie Hammond.
- 1951-52: Prof. Eugène Joliat, Miss Lottie Hammond.
- 1952-53: Miss Lottie Hammond, H. C. Steels.
- 1953-54: Prof. C. Lewis, H. C. Steels.
- 1954-55: Harry C. Steels, Robert DeMille.
- 1955-56: Prof. D. M. Hayne, Miss Catherine Liddy.
- 1956-57: Albert Bartley, Miss Catherine Liddy.
- 1957-58: Prof. R. W. Torrens, Prof. A. M. Fox.
- 1958-59: Ian Ferguson, Prof. A. M. Fox.

"Education must take its proper place in the van of progress. Too long it has been trailing along behind, patching up the rents in the social structure. It is our responsibility, as educators, to foresee the needs of the men and women of tomorrow. We must not only keep abreast of the times; we must be prepared to lead the way."

C.M.L.R., September, 1945.

"Language is a priceless heritage of the human race. It is the outward manifestation of a people's soul, the mirror of its civilization and the measure of its achievement. One cannot understand the thoughts and aspirations of a race without an appreciation of its idiom. But alas! language has often been a barrier to mutual understanding; an excuse for ignorance and suspicion; the badge of self-centered isolationism. By fostering international good-will, educationists can convert this barrier of distrust into a bridge of confidence, uniting the nations of the world in mutual trust and friendship, prime requisites of a lasting peace."

C.M.L.R., December, 1945.

PHOTOGRAPHIC BOOKS

on countries whose language you teach!

Each book in this series consists mainly of strikingly beautiful full-page photographs, each accompanied by a brief explanatory note. A concise, penetrating study of the country or city concerned is also included. Excellent for prizes or the library!

FRENCH

PARIS by M. Hurlimann	\$ 5.00
ETERNAL FRANCE by M. Hurlimann	8.50
THE RIVIERA Beautiful Highways	4.25

SPANISH

SPAIN by M. Hurlimann	10.00
FIESTA IN SEVILLE by Brassai	7.00
SOUTH AMERICA by H. Mann	10.00

GERMAN

GERMANY by M. Hurlimann	10.00
GERMAN CATHEDRALS by J. Baum	10.00
ALONG THE RHINE Beautiful Highways	4.25
AUSTRIA by H. Beran	10.00
VIENNA by A. Macku	5.00

ITALIAN

ITALY by M. Hurlimann	10.00
ROME by M. Hurlimann	5.00
VENICE by H. Decker	10.00
TUSCANY by A. von Borsig	10.00
SICILY by W. Swartz	4.25
THE DOLOMITES Beautiful Highways	4.25
THE GOLDEN COAST Beautiful Highways	4.25
THE ITALIAN LAKES Beautiful Highways	4.25

EUROPE by M. Hurlimann	10.00
PORTUGAL by Y. Bottineau	7.00
SWITZERLAND by M. Hurlimann	10.00
THROUGH THE ENGADINE Beautiful Highways	4.25
BENELUX by J. Roubier (Belgium, Netherlands, Luxemburg)	6.00

Books on ENGLAND, GREECE, EGYPT and ASIA are also available

LONGMANS, GREEN

20 Cranfield Road

Toronto 16

L'IMPORTANCE D'UNE DEUXIEME LANGUE POUR L'ENTENTE INTERNATIONALE

Texte de la conférence de M. Vincenzo Cioffari au congrès
annuel de la OMLTA le 8 avril 1958.

Mesdames et messieurs,

J'ai grand plaisir à venir devant vous, chers amis du Canada, mais c'est avec trépidation que j'ose vous parler dans la belle langue que vous connaissez beaucoup mieux que moi. Pourtant le sujet de mon petit discours exige que j'en fasse l'effort pour rendre honneur à la nation qui a fondé votre grand pays et qui lui inspire toujours l'esprit de coopération entre deux peuples de langue différente. C'est justement au Canada qu'on peut observer, par l'exemple, l'importance des langues pour l'entente cordiale entre les nations.

Ceux qui, comme vous, se consacrent à l'enseignement des langues peuvent bien comprendre la complexité du problème. Il y a dans notre petit monde au moins deux mille langues. Ces langues peuvent se grouper en familles qui ont une certaine ressemblance, mais il en reste toujours un nombre qui dépasse l'imagination. Comment est-il possible pour les peuples du monde de discuter leurs problèmes et arriver à quelque entente? En même temps les distances sont en train de disparaître. Les grandes maisons de chaque pays ont des succursales dans toutes les villes importantes du monde. Les hommes d'affaire commencent leur semaine de travail chez eux et la terminent dans un autre continent. Les savants et les hommes de science échangent les résultats de leurs recherches constamment pour pouvoir poursuivre leur travail. Le monde a fait des progrès phénoménaux en tous sens excepté un: la multiplicité des langues. Toute science est bornée par les limites de la langue maternelle. Tout ce qui se passe au delà de cette ligne linguistique devient un mystère. Il y a quelques individus qui peuvent dépasser ces limites, mais la grande majorité reste en deçà.

Tant que le monde reste divisé en groupes linguistiques, l'entente entre les nations demeure un mirage. On ne peut pas comprendre l'esprit d'un peuple si l'on ne peut même comprendre les mots qui expriment cet esprit. Tant que chaque nation se limite à la langue maternelle, on ne pourra jamais franchir les barrières. L'unité ne devient jamais pluralité tant qu'elle reste unité. Si chacun connaît seulement une langue, on ne pourra jamais connaître plus que la langue maternelle. Mais si chacun connaît deux langues, il y aura moyen de communiquer ses idées.

La langue n'est pas une collection de mots qui expriment des idées fixes: c'est plutôt la formulation des idées. L'idée se forme selon les nuances des mots, et les nuances se forment selon l'histoire et les mœurs. Une phrase traduite parfaitement d'une langue à l'autre ne communique pas l'idée exacte parce que chaque mot a des nuances particulières à sa langue. La traduction exacte existe seulement lorsqu'on comprend l'esprit. Si l'on veut comprendre les sentiments d'un Fran-

çais sur une question politique, on doit comprendre d'abord le milieu dans lequel le Français a formulé ses idées. Puisque la traduction doit être faite par une troisième personne, elle ne peut jamais transmettre les idées exactes de celui qui les a formulées. Les idées se développent au cours de la formulation.

Pour arriver à une entente parfaite entre deux nations, les deux peuples doivent se connaître parfaitement. Sans cette compréhension on ne peut jamais arriver à une entente. Nous voyons, par exemple, que les peuples de langue anglaise ont à peu près les mêmes institutions; ils ont à peu près les mêmes idées économiques, les mêmes idées démocratiques. Est-ce que tous les Anglais ont le même caractère? N'est-il pas plus probable que les lois se sont développées de la même façon parce que les peuples ont pu se comprendre l'un et l'autre? Si les Anglais et les Français pouvaient échanger leurs idées librement, n'est-il pas probable que leurs institutions se ressembleraient plus que maintenant?

La langue est la base de toute communication, qu'elle soit politique, sociale, ou économique. Dans les époques anciennes chaque petit village se suffisait à soi-même; tout étranger était ennemi. Jusqu'au commencement de notre siècle chaque nation pouvait rester indépendante. Mais dans la société moderne, et surtout dans l'époque atomique, les limites nationales doivent disparaître, parce que la complexité de la vie exige la collaboration des autres pays. Le plus grand obstacle à la coopération mondiale c'est la multiplicité des langues. La solution du problème des langues n'est pas seulement un desideratum: c'est une nécessité pour le progrès de l'humanité. Il va sans dire qu'il est impossible pour chaque individu de connaître toutes les langues. Par conséquent, c'est la société dans son ensemble qui doit trouver la solution.

Celui qui connaît une seule langue forme ses idées selon une expérience limitée; son horizon est limité du point de vue de son pays et de son peuple. Dans la vision humaine, un seul œil n'a pas de perspective; c'est la petite diffraction causée par le second œil qui forme la troisième dimension, la perspective. La langue est la vision de la pensée; il faut avoir une deuxième langue pour obtenir la perspective. Il est bien entendu que ce n'est pas seulement la langue qu'on doit connaître; c'est la géographie, l'histoire, les lois, les mœurs, et la culture d'un pays. Ce n'est qu'avec cette connaissance qu'on aura la perspective pour comprendre les problèmes des autres.

Si chaque pays commence l'enseignement d'une deuxième langue pour toute personne instruite, l'échange d'idées sera presque illimité. Les hommes de science pourront comparer leurs recherches avec celles des Allemands, des Italiens, des Français, des Russes, des Japonais. Les diplomates pourront communiquer avec les Espagnols, les Chinois, les Russes, les Arabes. L'ambassadeur qui parle bien la langue du pays peut rendre un service énorme en discutant sans interprète. Ses mots et les nuances de ses mots seront mieux compris.

Une deuxième langue n'exige pas un grand effort si l'on commence quand on est jeune. Plus on attend, plus la langue devient difficile;

mais même dans ces conditions, mieux tard que jamais. En tout cas, il faut se rappeler qu'une langue a de la valeur seulement quand on peut s'en servir. Il faut étudier assez pour comprendre et s'exprimer sans confusion, parce qu'il y a déjà assez de confusion dans le monde.

Est-il possible de choisir une deuxième langue pour tout le monde comme, par exemple, l'anglais ou le français? On ne pourrait jamais arriver à un accord, et même si on le pouvait, ce ne serait pas désirable. Le point de vue est plus vaste, bien entendu, mais on est limité à deux cultures, tandis qu'il y en a beaucoup d'autres dans le monde. Il faut plutôt établir des groupes dans chaque pays où l'on peut se spécialiser dans les cultures principales: un centre français, un centre russe, un centre chinois, etc, etc. C'est l'individu qui se limite à une seule langue, pas le pays.

Depuis des siècles le français sert comme deuxième langue à toute personne instruite de l'Europe. Benjamin Franklin est censé avoir dit que chacun a deux langues, la sienne et le français. Il faut noter alors que les Français ont une seule langue, et cela n'est pas juste. Chaque pays se sent fier de sa langue et désire la voir acceptée comme langue internationale. Pour arriver à une entente, il faut établir un échange d'idées entre tous les peuples. Il faut avoir des centres pas seulement pour les langues européennes, mais pour celles des Asiatiques qui ont une importance mondiale. Parmi les nations de l'ouest le russe est presque inconnu, et pourtant la Russie exerce une influence énorme sur la civilisation moderne. Les langues, et par conséquent les peuples, de l'Asie et de la Russie restent un grand mystère pour le reste du monde. Pourtant ces grandes masses exercent une influence extraordinaire à cause de leur nombre. Tant que leurs idées, leurs coutumes, et leurs mœurs restent une énigme pour les autres, il y aura toujours une inconnue dans les calculs qui se font vers la paix mondiale.

Au temps où la force pouvait dominer le monde, il n'était pas nécessaire de se faire comprendre. Le fort dominait le faible, et le faible se taisait. Mais maintenant on en est au point où la guerre est inutile, parce qu'elle apporterait à destruction totale. La seule alternative c'est de chercher les solutions dans les conférences. Sans les langues les conférences sont impossibles. Les gouvernements démocratiques ne sont pas dirigés par les individus; ils sont dirigés par le peuple même, par l'opinion de la majorité. Par conséquent, il faut instruire la majorité et pas le petit nombre. Il faut chercher le moyen d'échanger les idées entre les peuples mêmes, parce que quand on se comprend, on se respecte. La fonction d'un système éducatif c'est de formuler la base d'une société permanente, au lieu d'une société qui doit deviner son avenir chaque matin dans les journaux.

Comment est-ce que cette éducation va se réaliser? Cela n'est pas facile, mais ce ne peut pas être impossible. La tâche doit se considérer comme nationale. Chaque école devrait se consacrer à l'enseignement d'une langue comme contribution à l'entente entre les nations. Si un pays pouvait exister sans le reste du monde, la langue maternelle serait suffisante. Mais puisque aucun pays ne peut se détacher des autres, la seule solution c'est de les comprendre.

Je ne connais pas la situation au Canada, mais aux Etats-Unis la situation au sujet des langues est déplorable. Dans les écoles de notre pays il y a plus de trente millions d'élèves : à peu près vingt et un dans les écoles primaires, six ou sept dans les écoles secondaires, et presque trois millions dans les universités. De cette multitude énorme, il y a moins de deux millions qui étudient les langues étrangères; et je veux dire tous les étudiants de toutes les langues. La moitié s'arrête à la première année et la plupart ne va pas au delà de la deuxième année. Dans le service diplomatique de notre grand pays, cinquante pour cent ne connaissent aucune langue étrangère.

Peut-être l'erreur est-elle de ne pas avoir encore développé des méthodes assez rapides pour l'enseignement des langues. Dans les mathématiques on a développé toutes sortes de machines pour accélérer les calculs nécessaires. Dans les sciences il a fallu accélérer les cours parce qu'il y a trop à apprendre. Seulement les plus intelligents peuvent se spécialiser. Mais dans les langues on procède lentement, comme si l'on avait tout le temps possible et imaginable. Il y a eu de l'expérimentation de temps en temps, mais rien de systématique. Il me semble essentiel de chercher le moyen d'accélérer les procédés pour apprendre. On devrait établir des commissions d'études pour chaque langue avec le seul but de réduire le temps nécessaire pour l'apprendre. La plupart des gens ne s'intéressent pas aux langues parce qu'il faut trop de temps pour pouvoir s'en servir. Il devrait être possible de formuler des méthodes plus efficaces. Par exemple, n'est-il pas possible d'apprendre les sons d'une langue beaucoup plus vite et d'éliminer un accent étranger depuis le commencement? N'est-il pas possible de perfectionner la présentation du vocabulaire et ainsi d'éviter un énorme gaspillage de temps?

L'analyse de la grammaire reste pour la plupart historique. Les règles formulées se basent sur les langues classiques, même si les règles ne sont plus valides. Il faudrait former des comités pour étudier les changements et préparer des analyses plus efficaces pour l'enseignement. Est-ce qu'il est absolument nécessaire de troubler un élève avec toutes les formes des verbes irréguliers, même les plus rares? Est-il indispensable d'enseigner l'accord du participe passé dans les cas les plus rares avant d'apprendre à commander un bon dîner? Il me semble qu'un comité de professeurs pourrait trouver le moyen d'accélérer l'enseignement de la grammaire. De même qu'il y a un département de recherches pour les grandes fabriques industrielles, il faudrait avoir un département de recherches pour l'enseignement des langues. Les résultats de telles recherches pourraient aider à préparer les manuels, de sorte que tout l'enseignement pourrait en profiter. Le manuel est le vulgarisateur des idées. Les recherches linguistiques peuvent rendre un grand service à l'enseignement si les résultats sont à la disposition des professeurs.

En 1953 à Brown University nous avons proposé dans un petit discours que les textes de l'avenir devraient être préparés par des comités, parce que la tâche est trop compliquée pour un seul professeur. L'Association des Langues Modernes a retenu cette suggestion, et en

ce moment il y a un groupe de professeurs à l'Université de Texas qui sont en train de terminer leur grammaire coopérative d'espagnol. C'est peut-être le commencement.

Le grand problème au sujet des langues c'est que la mentalité humaine est un peu curieuse. Pour faire place à ce qu'on apprend, notre mentalité lâche un peu ce qu'on avait appris auparavant. Quand on apprend une langue, il y a deux forces qui opèrent en même temps: la force qui retient ce qu'on apprend et la force qui lâche ce qu'on a appris. Pour apprendre une langue il faut travailler vite, soutenant ce qu'on apprend par de nouveaux mots et de nouvelles phrases. S'il y a trop de retard entre une leçon et l'autre, la force négative surpasse la positive, et l'élève oublie plus de ce qu'il apprend. On n'y arrive jamais. C'est pour ça qu'il faut de bons programmes, bien construits, et assez concentrés. C'est pour ça qu'il faut apprendre une deuxième langue très bien avant de commencer une troisième ou une quatrième langue.

Quelle sera la deuxième langue? Est-ce qu'il y a une langue idéale pour tout le monde? Pour les Français, il n'y a que le français. Pour les Anglais, il n'y a que l'anglais. Pour les Russes, il n'y a que le russe. De cette façon on n'y arrive jamais. Or, il y a une certaine tradition culturelle parmi tous les peuples. Par exemple, entre les Français et les Anglais il y a une affinité historique et culturelle qui les dispose à vouloir se connaître mieux. Par conséquent, du point de vue culturel il me semble que la deuxième langue à préférer parmi les Anglais c'est le français, et parmi les Français c'est l'anglais. De la même façon, entre les Français et les Italiens, il y a une affinité des arts qui unit les deux nations, et par conséquent il y a beaucoup de Français qui étudient l'italien. D'ailleurs le français offre, peut-être, la culture la plus vaste de nos jours, et il peut bien servir de deuxième langue pour la grande majorité des esprits cultivés.

D'autre part, dans le monde des affaires, l'anglais est aujourd'hui presque indispensable. C'est la langue la plus populaire parmi les jeunes gens de tous les pays. La radio et le cinéma en ont beaucoup aidé la diffusion. Il y en a qui croient que l'anglais est déjà devenu la deuxième langue officielle du monde. Parmi les amis des peuples anglais on étudie la langue pour continuer les relations diplomatiques, économiques, et sociales. Parmi les ennemis on étudie l'anglais parce que c'est un grand avantage de connaître la pensée et la science de l'ennemi.

L'allemand a toujours été le langage des sciences, le langage de tout travail technique, le langage des savants. Deux grandes guerres n'ont pas enlevé au peuple allemand la tradition de travail scientifique, de travail exact qui sert de modèle aux autres pays. Dans les sciences, l'érudition, et la technique, c'est l'allemand qui devient la langue indispensable.

De la même façon, lorsqu'on s'intéresse aux arts, il n'y a culture au monde plus importante que celle de l'Italie. Le pays est un vrai musée. Pour le tempérament artistique il n'y a langue plus nécessaire que l'italien.

L'hémisphère occidental est divisé en deux grands continents, l'un qui parle principalement l'anglais, et l'autre qui parle principalement l'espagnol. Il y a une certaine solidarité idéologique entre les deux continents; une solidarité commerciale, sociale, politique, et économique. N'est-il pas logique que les deux continents apprennent chacun la langue de l'autre? Tout individu qui pense avoir des relations avec l'Amérique du Sud devrait apprendre l'espagnol comme deuxième langue. Bien entendu, si l'on apprend l'espagnol il sera facile de changer pour le portugais quand l'occasion se présentera.

Nous avons mentionné les langues les plus communes et les considérations les plus évidentes. Il y a beaucoup d'autres langues et beaucoup d'autres considérations. Pour chaque langue le but principal c'est d'apprendre à communiquer avec un pays étranger. L'éducation a comme but principal la compréhension de ce qu'on ne comprenait pas auparavant. La variété linguistique élève une barrière insurmontable entre les peuples du monde. Par conséquent, c'est le devoir de l'éducation de trouver le moyen de franchir cette barrière. Tout en admettant l'impossibilité de connaître toutes les langues, on ne doit pas abandonner la possibilité d'établir une entente. En exigeant que chaque personne cultivée connaisse au moins une deuxième langue, on aura établi le commencement en direction de l'entente désirée.

D'ailleurs, ce n'est pas seulement pour comprendre les autres pays qu'il faut comprendre les langues. Dans chaque pays il y a un mélange de nationalités. Le bon citoyen doit connaître la contribution faite à la société par la nation dont il procède. Cet orgueil personnel est indispensable pour améliorer la solidarité d'un pays. Les grandes nations du monde sont celles qui savent développer les meilleures qualités de chaque individu. Dans les pays où il y a plusieurs nationalités, chaque groupe devrait apprendre la langue et les mœurs de ses ancêtres pour mieux se comprendre soi-même.

L'étude des langues c'est l'étude de l'humanité, parce que la langue est l'expression des idées et des idéaux de l'homme. Puisque la langue est l'héritage le plus profondément enraciné, c'est impossible de supprimer les langues naturelles et de substituer des langues artificielles. Le monde continuera avec une multitude de langues; c'est la tâche de l'éducation de trouver le moyen systématique de franchir ces barrières. Si chaque individu cultivé apprend au moins une deuxième langue, on aura le commencement vers ce but. C'est dans cet esprit que nous croyons à l'importance d'une deuxième langue pour l'entente internationale.

Modern Language Editor
D. C. Heath and Company,
Boston, Mass.

Vincenzo Cioffari.

THE BILINGUAL SEMINAR ON FRENCH CANADA TODAY

C. R. Parsons, University College

In an atmosphere of complete frankness and understanding experts from Quebec and Ontario met on the 9th and 10th of April, 1958, at the University of Toronto to discuss problems related to *French Canada Today*. This seminar, made possible by the generosity of Mr. C. L. Burton, C.B.E., Honorary Chairman of the Board of the Robert Simpson Co., and organized by members of the French Department of University College under the inspired direction of Principal F. C. A. Jeanneret, has brought out clearly two interesting facts: 1) That Quebec and Ontario, though integral parts of the Canadian nation, remain two distinct regions characterized by special problems requiring different solutions; 2) That the dream of many idealists of a national culture which would have its parallel expression in the two languages has been seriously undermined. Even the most general bilingualism cannot reconcile the divergent tendencies of the English and French groups. These two groups will be able to co-exist amicably together; they might inspire one another, and even borrow from one another, but they can never hope to achieve deep unity.

For geographic, demographic, and climatic reasons the economy of Quebec is different from that of Ontario. M. Pierre Harvey, Professor at l'Ecole des Hautes Etudes Commerciales of Montreal, made this quite evident. Whereas Ontario, because of its favourable location around the Great Lakes in the industrial heart of the nation, constitutes a unified economic region, Quebec, situated on the northern fringe of the North American continent, is divided into several isolated economic zones. The population of Ontario increases generally through immigration; that of Quebec, through the natural process of birth. Such varying conditions produce two different labour markets, require different public investments, and create different markets for consumers. It follows that liberal policies, which have presided over the economic development of Ontario, cannot be applied to that of Quebec, which must use its resources with much more care and accept the necessity of rigid planning.

According to M. l'Abbé Dion of Laval University, the trade union movement in Quebec is at present undergoing a crisis brought about by poor leadership and public indifference. The existence of autonomous trade unions divided by conflicting policies exposes the worker to the dictates of management. In Ontario, on the other hand, the worker's rights are protected by the unity of trade organizations and by the strict laws which control them.

The French Canadian does not trust democracy, claims M. l'Abbé Maheux of Laval University. This distrust arises from the failure of the Canadian Confederation to ensure, at the outset, the equality of the two races. Whereas the English Canadian, nurtured on the British ideal of justice, considers democracy from the point of view of the individual, the French Canadian recognizing the authority of

The WATERLOO REVIEW

A SEMI-ANNUAL

Editor: J. A. S. EVANS, Associate Editors: A. G. McKAY,
Waterloo College, McMaster University.
Waterloo, Ont. F. G. W. ADAMS,
Waterloo, College.

The WATERLOO REVIEW is published by a group of Faculty Members at Waterloo College and McMaster University. It aims at giving its readers a medium to keep them abreast of the latest developments in the Arts and Sciences, and invites communications from its readers.

SUBSCRIPTIONS: \$1.50 A YEAR

Send To: J. A. S. EVANS, Editor,
Waterloo College, Waterloo, Ont.

the church, looks upon it from the point of view of the group. Only through profound soul-searching can the French Canadian become reconciled to democratic principles.

As regards culture, the differences between the two provinces are not so marked. The two races face a common problem, that of developing a culture which would be typical of Canada and remain in the mainstream of the literary and artistic productions of the mother countries. According to Professor Jean-Charles Bonenfant, Librarian of the Legislative Assembly of Quebec, this problem is more difficult for the French Canadian, who finds himself unappreciated and isolated in the midst of an Anglo-Saxon world and finds it difficult to maintain close relations with France. French Canadian culture, furthermore, suffered at the beginning from a lack of authors with an adequate academic education. This situation, however, is changing day by day, and an intellectual élite is being formed in Quebec with promise of increased literary and artistic productivity.

Such frankness on the part of the representatives of Quebec is remarkable and salutary. It puts things in their right place. It dispels prejudice and misunderstanding.

That is what we expected from the Seminar.

But it also reaffirms the unflinching determination of the French Canadian to maintain the integrity of his race, of his religion, and of his culture.

And that is also what we expected from our distinguished visitors.

MARIA CHAPDELAINÉ

*Abridged by permission from "French Canada in Fiction", by R. K. Hicks,
which appeared in the "Dalhousie Review", July, 1922.*

Louis Hémon was born to travel and to write. He began as a sporting journalist in Paris, moved to London, where he made many friends and wrote a novel about prize fighters and the ring, learned to box, and developed his great skill in swimming, collected material on slum conditions and the life of the metropolitan poor. René Bazin, in an illuminating essay on Hémon in the *Revue des Deux Mondes*, finds in this early work, what we cannot fail to distinguish in *Maria Chapdelainé*, a deep respect for religion, a high sentiment of moral values, and above all, a power of emotion proceeding from the truth and directness of the man's soul.

In the fall of 1911, Hémon left Europe on a tour of literary adventure, perhaps even with the already formed intention of writing on New France, certainly in the hope of escape from cities and over-civilized men. His early letters from Montreal are the usual expression of immigrant wonder, touched with a not so usual colouring of appreciation. He likes the climate, finds the inhabitants rather stimulating, is interested in the old vocabulary of Canadian French, but on the whole finds that the great City is too much like Europe, and so pulls out for the north.

In the spring of 1912, Hémon settled down as hired man on the newly-cleared farm of M. Bédard, some miles north of Lac Saint-Jean, and the novel is the fruit of his observations and experiences. It was completed early in 1913, and the young author set out for the West, in his characteristically energetic manner, on foot. In the summer of that year, tramping the ties in a rainstorm near Chapeau, he was run down and killed by a train—an incalculable loss to literature and to humanity.

Mme Bédard gives a little sketch of the author at work watching the others pulling stumps, and on this occasion making no move to help. She protests with a kindly jest, but Hémon keeps on with his job of recording impressions in his mind, seeing the toil and sweat as a detail in the epic struggle of man with the forest. This is how he wrote it:

"Edwige Légaré had tackled a stump, alone; one hand against the trunk, with the other he grasped a root, as a wrestler might grasp the leg of some huge opponent, and he struggled with the joint inertia of earth and wood, like an enemy filled with hatred and infuriated with resistance. The stump gave way suddenly and rolled over on the ground; he passed a hand across his brow and sat down on a root, dripping with sweat, numb with exertion."

The picture is symbolical of one aspect of the work. As Bazin points out, *Maria Chapdelainé* is the epic of the pioneer's struggle with nature, but it is not wholly, not even mainly, epic. It might be said with more accuracy that *Maria Chapdelainé* is a sort of Canadian Georgic in monthly cantos: twelve out of fifteen chapters, for instance, are definitely assigned to different months. The story opens with

the last crossing of the Péribonka in April, and ends with the death of Mme Chapdelaine in the spring of the following year. There are sketches of most branches of farm work, and a gallery of rural portraits.

The plot is simplicity itself. Maria, the silent daughter of Samuel the "défricheur", is sought in marriage by their only neighbour, Eutrope Gagnon, who comes to "veiller", but dare not declare his suit. With spring and open water, arrives the romantic figure of François Paradis, "coureur de forêts" and guide — François of the clean-cut features and daring eyes. They are in love, but nothing is said; only, before he goes north again, François murmurs, "You will be here next spring?" and Maria replies, "Yes". But François will not wait for spring: in the last days of the old year he leaves his logging camp, alone, on foot, and is lost in the bush. Maria's romance is over, and the true dramatic struggle of the plot begins with the arrival of another suitor, in the person of an Americanized "Canadien". Lorenzo Suprenant works in the cotton mills at Lowell, and is in a position to offer all the comforts and amusements so conspicuously absent from the Saguenay farm. Maria must choose between Eutrope and Lorenzo, between Quebec and New England. She loves neither of the men, but she knows she must settle down and begin her "règne". In a magnificent final chapter, she hears the voice of the old province and decides for Eutrope and the habitant life.

The plot as outlined seems conventional, and one may be pardoned for suspecting at first that it is merely a string to fasten together a series of habitant pictures, or that perhaps the real centre of the work is the "défricheur", with the spirit of the forest planing like a malignant fate above his unwitting head. But these ideas are soon dispersed, and it finally appears that every scene and incident has its place in a perspective that leads straight to the climax of the Voices. The work is a labour of exact selection and composition, as fine in construction almost as a play, and containing page after page that is poetry in all but rhyme. It is clear that the author's intention is to portray the soul of New France in the real and human, though allegorical, person of Maria. On the artistic side, a fine specimen of French craftsmanship; on the emotional, a profound evocation of the soul of a people.

Setting aside for the moment the emotional content of the novel to regard it as a series of sketches, one realizes the visual possession of a gallery of rural types and scenes, line drawings in prose. What is to be observed in them, is his power of drawing an apparently commonplace picture and then suddenly illuminating it with a living flash of colour or idea, much as stage lighting can turn drab textures into rich-dyed stuffs.

The fact is that most of the descriptive passages are rhythmically and syllabically pictorial. The method is rather that of poetry, than that of prose. Only occasionally can the translator transfer the image of his own medium: the whole colouring can be found only in the original, and can be fully appreciated only by a French ear.

But the artistic perfection of *Maria Chapdelaine* is not the main source of its potency and satisfaction. One closes the book with the

same feeling of calm appeasement that comes after seeing a great play—a true catharsis of emotion. The elements of this seem to lie in the author's presentation of the struggle as a loyal and uncomplicating combat in which the antagonists are evenly matched: Samuel is at constant grips with the forest and the seasons, but hard work, courage, and common sense pull him through. Madame Chapdelaine has her daily round and her occasional regrets for the "old parishes", but she believes in her man, and again the eternal "bon sens" of the French temperament is here to stay. That is the essentially French note of the work: the capacity for seeing things as they are and accepting them for the best that can be got out of them. It is significant that the two representatives of this national "bon sens" are women. No country owes more to its women-kind than France, and in this little story of Quebec it is easy to understand the reason.

Those who know the book will remember the majestic crescendo of its conclusion, rising from the return of Lorenzo, through Samuel's lament and eulogy, to the climax of Maria's decision. It is spring again, and Maria ponders the future in the light of her dead mother's devotion to duty, while the rain drums its message on the roof. The hardships and difficulties of her mother's life take their true proportions, until the girl sees her as a pattern of the heroic virtues of her race toiling and enduring in loneliness and wild surroundings, without losing her grip on the reasoned orderliness of life, without abating the gentleness and gaiety which are the fruit of generations of settled existence. In this, Maria feels, she has the power to follow her mother's example, but is it worth while?

Then her thought passes into a sort of waking dream and she hears, like the Maid of France before her, the voices of her country. The first speaks of the poetry of the seasons, the wonder of returning spring, the feel of newly-softened earth under foot, the joyful beasts turned out to the new grass, of summer and harvest and winter. But now, as by a miracle, the hate and fear of winter had left her. Winter meant the homeliness of the weather-stopped house, and without—the long, deep silent peace of the drifted snow. The glamour of the cities rises again, and the second voice reminds her of the foreign tongue and strange songs in the mouths of children; it recalls the old familiar sound of lake and village names—Lac à l'Eau Claire, la Famine, Saint Cœur de Marie, Pointe Vaches—with their warm suggestion of brotherhood and friendship. The tune of "La claire fontaine" rings through her imagination. But the light is failing and the forest resumes its hostility, stretching the black bank of its trees, terrible as an army with banners.

Maria shivered. The emotions that had warmed her heart passed away, and she told herself:

"All the same, it's a hard country here. Why stay?" A third voice, stronger than the others, rises in the silence, the voice of old Quebec. It came like the sound of a bell, like the solemn shout of organ pipes in churches, like a song of plaintive mourning, like the long piercing call of woodsmen in the forest. In

MODERN LANGUAGES

A Journal of Modern Studies

Edited by Dr. Constance E. Hurren

Published as the organ of the Modern Language Association and intended both for teachers and for the intelligent general public, *Modern Languages* has for many years been accepted as the leading British journal devoted to the interests of advanced linguists.

Its aim is to provide, over the course of years, a scholarly conspectus not of linguistic pedagogy alone, but also of the civilization of the major countries of Europe and of Latin America, under such headings as Literature, Art, the Press, the Theatre, the Cinema, Broadcasting, History and Philosophy.

Modern Languages at present appears three times a year, in March, September, and December. Subscribers, including membership of the Association, £1.1s.; subscription to *Modern Languages* alone, 9s. 6d. per annum. Address subscriptions and inquiries about membership to the Hon. Secretary, Modern Language Association, 23, Southampton Place, London, W.C.1, England.

Articles, news notes, and books for review should be addressed to the Editor, *Modern Languages*, at the same address.

that voice in truth was all that makes the soul of the Province—the cherished rites of the old faith, the charm of the ancient close-guarded language, the splendour and savage strength of the new country where an age-old stock has recovered its youth."

The Voice goes on to tell Maria of three hundred years of custom and tradition faithfully preserved, so that the ancient leaders might return without regret to find nothing changed, nothing forgotten. In a passage of sustained poetry, the Voice extols the eternal conservatism of the peasant mind, reminding her of the stout hearts and strong hands of her peasant forefathers in old France; of the sacredness of all that they brought with them, their language, religion, virtues: yea, their very faults are sacred things, not to suffer the touch of change. The one duty, the Voice tells her, is to endure, so that after centuries the world may say—This is a people that cannot die:

"That is why you must stay in the province where our forefathers stayed, and live as they lived, obeying the unspoken command that was born in their hearts, that has passed into our own, and that we must hand on in our turn to many children: In the land of Quebec nothing must die—nothing must change."

And that is why, in May, Maria says to Eutrope:

"Yes . . . If you wish I will marry you, as you ask, the spring after this spring, when the men come back from the bush for the seeding."

R. Keith Hicks.

THE CANADIEN'S FRENCH

By Jeannot Dabray de la Hève

Recently hired by a Québec firm for the execution of an important project, the young French engineer from Paris casually said to his French-Canadian foreman! "Veuillez me caler cette machine de trois lignes". He was glad he had not said "un centimètre" or "neuf millimètres" instead of "trois lignes". He meant the machine should be raised and leveled by so much with *cales* (shims). But his Canadian cousin did not understand exactly the same thing—he felt, quite naturally that the machine should be *lowered*, and he prepared to act accordingly. As a matter of fact, *caler*, in Canada means *to lower, to sink* (in water, in the snow, in the mud); *cales* are called *coins* and sometimes *shims*, and what the French call *caler* is *cointer* or even *shimer* (shee-may) in Canadian French.

All this seems quite confusing—and it is really. Anyone who has learned the French language in Europe or from books is likely to perceive the French tone, sounds and words used by the average French-Canadian, but he may be led astray in their interpretation. For instance, when a Parisian housewife puts her porridge *sur la cuisinière* and the Canadian cuisinière her *gruau sur le poêle*, they do exactly the same thing. They both express themselves in French, but the words they use don't have the same meaning. In France, a *cuisinière* is a modern stove, while in Canada it désignates the cook, and a stove is called a *poêle*. The Parisian porridge is *gruau* in Canada. Variants abound in almost every field of daily activities. The French *prix-unique* store is a 5-10-15 in Canada, a *cricquet* is a *sauterelle*, a *grillen* un *cricquet*, a *libellule* or *aesche* un *crève-z-yeux*, and so on.

Similarly *prendre en levier* is rendered more concisely by the Canadians by *rancer*; *redresser ce qui est courbé ou ondulé* becomes *décrochir* in Canada; *desserrer, donner du jeu, larguer* and even *congédier temporairement* is rendered by the very frequent word *slaquer* (from the English "to slack"); *faire démarrer à la manivelle* is *crinquer* (from the English "to crank"); *timbre humide* is *étampe*; *seau au métal, chaudière*; *trépigneuse* ou *manège à cheval*, is *hospor* (from the English horse-power) and axles, shafts, spindles, mandrels and other mechanical contrivances they call *arbres* in France are strictly *shafts* for the Canadians. *Arbres* are just trees.

Among hundreds of locally coined words or expressions, Canadians call *banc de neige* the accumulation of snow Frenchmen call "congère", *sucrerie* and *érablière*, the maple forest and evaporating equipment for the production of maple syrup and sugar, *savoynane*, the plant called in France "coptide du Groënland", *moulin à vent*, their "turbine éolienne", *engins* all their "moteurs" and "locomotives", *gazoline* or *gaz* their "essence", *chars* their "voitures automobiles", *éventails* or *fannes* their "ventilateurs mécaniques", *brassière*, their "soutien-gorge", *suce* their "tétine", *poudrette*, their "houppes", and so on. English words have invaded the French newspapers and dictionaries, but Canadians are reacting strongly against this. French "tramways" become *petits*

chairs in Canada, "skating rink" *patinoire*, "baby-sitter" *gardeuse*, "tender" *char à charbon*, "speaker", *annonceur*, "living-room" *vivoir*, "dance-hall" *salle de danse*, "fuel-oil", *huile à fournaise* ou à *diésel*, "bowling" *salle de quilles* or *jeu de quilles*, "pudding" *poutine*, "grape-fruit" *pamplemousse*, "toboggan" *traîne sauvage*, etc.

Some words have taken in Canada a meaning they don't have in France. Hence, *char* designates a "wagon", an "automobile", a car-load, a tramway and, figuratively, something of value. "*Ce n'est pas les chars*" means that "it is not worth much".

Other words and expressions have a flavor of their own. Thus "to take a drink" is rendered by a whole gamut of terms graduated according to the extent of the operation: a fellow can just *lever le coude* now and then, or *s'en envoyer une gorgée derrière la cravate*. He may also just *prendre un petit verre*, or *un coup*, or *une brosse* and even *partir sur une baloune* after emptying two or three *quarante-onces*. If the stuff is good, he will *se rincer le dalot*—if it is moonshine, he will be a vulgar *robinoux* and then you will see him *chambranler* and *gambader* when he comes home . . .

These are but a few of the numerous and curious differences existing between Canadian and Parisian French we find in the recently published "*Dictionnaire Général de la Langue française au Canada*". Its author is mild-mannered and long-winded Louis-Alexandre Bélisle, vice president of La Société des Écrivains Canadiens, (section de Québec) who, for ten years, taught business French at the Laval School of Commerce, a branch of Laval University.

Bélisle is a sort of word addict with an almost unbelievable capacity for hard, efficient and patient work. He spent more than twenty years and a small fortune exploring almost every field of human activity, then compiling, writing, revising and printing this book. The writing was done at home, at night, on time "that would have been otherwise lost", as he says. During the day, he directed his publishing and printing firm of "La Semaine Commerciale", the only business weekly published in French in North America since 1894.

During the War, he started printing juvenile books. But when competition in these came again from Paris in 1946, he launched into the publication of French Business and Technical Manuals. He has edited, written and translated more than thirty of these. Bélisle is the author of four treaties on business that have become classics in their field: *Stock Exchanges*, *Business Organization*, *Collection Practice* and *Business French*. Translating technical manuals dealing with Refrigeration, Welding, Applied Mechanics, Machine Tools, Boiler Room and Steam Engine operation, Mechanical Drawing, Diesel Motors, Hand Tools, Electricity, Building trades and the like, obliged him to search for the exact terms in French and, moreover, to understand perfectly what he was talking about when rendering the American texts in French. This represented for him what he calls a wonderful "gymnastique cérébrale", which he put to excellent use in carefully modernizing all technical definitions in his *Dictionnaire Général*.

In fact, this book covers not only the truly Canadian neologisms and colloquialisms, but the entire French language. That's why his *Dictionnaire Général* seems to mark the opening of a new era for French speaking Canadians. First, it may help bring a better understanding among both English and French speaking Canadians. English speaking North Americans have long been reluctant to speak French with their co-citizens because having learned their French mostly from books or in France, they are under the impression they speak "bad French". When they find how little there is in this opinion, barriers will fall by themselves. Secondly, as the author says in his Preface: "This Dictionary should help bring closer together the French spoken in Canada and the French spoken in Paris by showing in what way and how little they really differ. But the French language is not a one-way avenue—Frenchmen from Europe could certainly find in our ways of expression very many good things to assimilate—especially words still used in western France where the majority of French Canadians come from".

STANDARDIZED TESTS FOR GRADE XII PUPILS OF THE GENERAL COURSE

M. Sniderman, Lorne Park S. S.

The Departmental memorandum of March 6, 1958 to principals re the trial run of standardized tests in Scholastic Aptitude, English and Chemistry calls to mind an interesting experiment in educational measurement which was conducted by the Department of Education in 1930. Interest in new type or objective tests at the time was stimulated by the work of the Canadian Committee on Modern Languages and the extensive testing campaign carried out by this committee.

The purpose of this experiment* was to find more satisfactory ways and means of coping with the growing volume and budget of the Matriculation examinations. At a first meeting held on December 10, 1928, a committee made up of the supervising board of examiners, deans of the faculties of arts of the several universities, and others considered the new type examination as a possible answer. After a thorough discussion of the nature and purpose of these examinations, of their value and limitations, it was unanimously agreed that the Matriculation Conference be asked to appoint a committee to carry out further investigations. At a meeting of the Matriculation Conference held at the University of Toronto, December 21, 1928, the following motion was submitted and adopted:

"That a committee be appointed, consisting of five representatives of the universities, each university to name one, five representatives of the Department of Education, and five from the secondary school, to be named by the Department of Education, to investigate the whole matter of the new examinations and any possible value which they might have in connection with the matriculation and teachers' examinations and to report to the Matriculation Conference."

At the meeting of the Conference held at the University of Toronto, on the 26 April, 1930, the committee reported that considerable progress had been made, and that the Minister of Education had agreed to the preparation of Middle School papers of the new type in Algebra, Canadian History, Chemistry, French (see below), Geometry, Latin and Physics. Twenty-five copies of each paper were to be sent to each secondary school in the Province with the request that they be written upon by candidates who expected to write the regular Middle School papers in the same subjects. In this way the committee would have at its disposal three marks for each pupil: the regular Middle School paper, the new-type paper, and the school marks. It was expected that a comparison of the three marks would provide the committee with further information on the value of the new examinations and their relation to school marks and to the older type of paper.

The new-type examinations having been authorized by the Minister of Education certain educators known to have been experimenting with this form of test were commissioned to prepare papers in the subjects decided on. New-type papers were prepared in Algebra, Canadian History, Chemistry, French, Geometry, Physics. There was also prepared a single three-hour paper in Latin for the purpose of comparing the value of a single three-hour paper in a foreign language with that of two 2½-hour papers. This paper was distinctly of the old-type resembling the new-type in one section of the paper only.

These new-type papers, while employing the technique of standardized tests, were not themselves standardized but merely informal objective examinations. The items in the papers were not graded by experiment as in the case of standardized tests but the order of difficulty was based only on the judgment of the makers of the papers. One cannot expect then the same degree of reliability as is found in the better standardized tests. Two of the new-type papers, the French and the Latin, were examined by the teachers while the others were examined at the Department by clerks under the direction of capable supervisors. The French and Latin papers were also checked to see that the marking had been uniform.

Section II of the report presents the new-type papers (referred to as tests) and the corresponding regular or old-type Middle School papers (referred to as examinations). The results of the tests and examinations are then presented in the form of frequency distribution tables and graphs.

After the usual statistical analysis of reliability and validity the report concludes that:

1. The tests used in this experiment although not standardized but merely informal objective tests using new-type technique proved to be considerably more reliable than the old-type examinations and to possess more value for individual measurement.

2. As regards validity their correlation with the school marks showed that they were almost if not quite as valid as the examinations, despite the fact that teachers used old-type examinations in determining marks.

3. This conclusion as regards validity was confirmed by the correlation of the test results with the results of the examinations.

4. It seemed certain that a single test employing new-type technique could be constructed that was more reliable and quite as valid as two old-type examinations in a foreign language.

5. A single old-type examination was not a good substitute either from the standpoint of reliability or validity for two old-type examinations in a foreign language.

6. As regards cost of reading, it was quite evident that the tests could be read for approximately one-fifth of what it cost to read the old-type examinations. This was a very conservative estimate.

This report was not acted upon. In 1934 the recommendation system for Middle School examinations was introduced. The following year fees were cancelled, and in 1939-40 the examinations themselves were discontinued. Two attempts were made subsequently to encourage some measure of uniformity in standards. In 1939 "The School" (March, 1941) published a symposium of articles on measurement in the major subjects of the secondary school, "Standards in the Middle School". The articles were sponsored by the Department of Education and prepared by committees of High School Inspectors and the staff of the Ontario College of Education. In 1956 the O.S.S.T.F. published the first of a series of sample papers for grade XII.

Given below are the directions for each of the three parts of the French test and samples therefrom:

MIDDLE SCHOOL FRENCH

Time 2½ hrs.

Students are advised to divide their time on this paper as follows: 60 minutes for part A; 40 minutes for part B; in part C 10 minutes should be allowed for each composition. This plan will leave 30 minutes for a review of the whole paper. Do not spend too much time on any one part. Be sure and write on the whole paper.

A

Read the following eight paragraphs and show that you have understood them by answering in English the question attached to each. Write the answers on the dotted lines underneath the questions. **No credit will be given for answers written in French.** Answers should be brief; for the most part not more than four or five words. Do not spend too much time on any one question.

I

Quand j'arrivai à Nîmes, je rencontrai beaucoup d'écoliers qui venaient comme moi passer leur baccalauréat. Ils étaient, pour la plupart, accompagnés de leurs parents, beaux messieurs et belles dames, avec les poches pleines de recommandations. Moi, petit campagnard, je me sentais infiniment petit car je ne connaissais absolument personne: et tout mon recours, pauvre, était de dire à part quelque prière à Saint Baudile, qui est le patron de Nîmes, pour qu'il mit dans le cœur des examinateurs un peu de bonté pour moi.

1. Qui a-t-il rencontré en arrivant à Nîmes?
2. Pourquoi sont-ils venus à Nîmes?
3. Qui a accompagné les écoliers?
4. Qu'est-ce qu'il y avait dans les poches de ceux qui accompagnaient les écoliers?
5. Qu'est-ce que c'est qu'un campagnard?
6. Pourquoi le petit campagnard se sentait-il petit?
7. Qu'est-ce que le petit campagnard a prié Saint Baudile de faire?
8. Qui est Saint Baudile?

B

Each of the seventy-five English sentences below is followed by a translation which is correct but incomplete. Each translation can be completed by inserting one or more words in the blank (....). When you have decided upon the words that are necessary to complete the translation, write these on the dotted line at the right of the page. Be sure the words that you have added complete the sentence. Do not write out the whole sentence. Write only the words necessary to complete the translation.

8. The knife that I have is small. Le couteau (....)
j'ai est petit. 8.
10. I haven't any bread. Je n'ai pas (....) pain. 10.
14. I give them to him. Je (....) donne. 14.
15. We have some good books. Nous avons (....)
bons livres. 15.
19. The best pupil in the class. Le meilleur élève
(....) la classe. 19.
43. I saw him an hour ago. Je l'ai vu (....) une heure. 43.
52. It is a quarter past seven. Il est (....). 52.
60. I will tell you before leaving (partir). Je vous
le dirai avant (....). 60.
72. The book is ten inches long. Le livre est (....)
dix pouces. 72.
75. He has no friends who can help him. Il n'a pas
d'amis qui (....) l'aider. 75.

C

Write in French about 50 words on each of two of the following subjects:

1. A day in school.
2. A trip to the dressmaker's.
3. Plans for the summer.
4. Our new house.

* Report on an Experiment in Educational Measurement, 1931. This report was written by the late Professor H. E. Ford, Victoria College, who supervised the statistical work involved in the experiment.

LET'S BE MORE DEFINITE ABOUT THE PAST DEFINITE!

There is perhaps no question in French grammar about which our students have vaguer ideas than the distinction between the Past Definite and Past Indefinite tenses. Their selection of one or the other is often the result of a mental coin-tossing, or of some hazy idea that the Past Definite should be used in continuous prose, or that the two tenses should not be mixed in the same passage. In reality, neither of these propositions is entirely true, and there is rarely any possibility of coin-tossing.

Historically, the Past Definite is the Latin preterite *in-avi*, etc. The Past Indefinite, on the other hand, comes from a compound of the present tense of *habeo* with a past participle. In the Middle Ages both tenses were used, the simple form being used for indisputably past or remote events, the compound tense for recent events. The seventeenth-century grammarians tried to be more precise: "remote" was taken by them to mean "yesterday or before," "recent" to mean "to-day." Corneille originally wrote in *Le Cid*:

"Je l'avoue entre nous, quand je lui *fis* l'affront,
J'*eus* le sang un peu chaud et le bras un peu prompt."
(l. 351, variant)

Revising his text for the 1660 edition, he substituted the Past Indefinite tense, because the insult referred to had taken place the same day:

"Je l'avoue entre nous, mon sang un peu trop chaud
S'*est* trop ému d'un mot et l'a porté trop haut."

This simplified historical account may help to explain the present-day distinction. Here is the contemporary practice:

- (a) In standard French, the Past Indefinite is always used in conversation. No one *speaks* in the Past Definite, although one may *read* a prepared speech or text in that tense.
- (b) The Past Indefinite is used when one is speaking, or writing as if speaking; that is, when one is looking at things from the point of view of an observer in the present. In looking back on a past event, this observer thinks of it as contributing to the present situation, or constituting part of a sequence leading up to the present. The English Present Perfect tense ("I have written") normally indicates this situation; another useful test may be to insert the words "since that time" or "now."
- (c) The Past Definite is used when one is writing about past events from a detached and timeless point of view, recounting them as occurring in their own right and without relation to the present or the time of writing. The events recounted may of course be either mental or physical, as these examples from *La Petite Poule d'Eau* illustrate:

"Luzina *décida* quand même de partir" (p. 22)

"Elle *courut* aussitôt s'y installer auprès de Nick Sluzick . . ." (p. 23)

"Elle *eut* l'idée de s'asseoir au pupitre de la maîtresse . . ." (p. 51)

To summarize the distinction, here is the statement of a contemporary French grammarian:

"Ainsi le passé composé exprime des faits qui sont en rapport avec le présent, ou que l'on considère en se plaçant par la pensée dans le présent. Le passé simple sert à rendre des faits qui n'ont aucun contact avec le présent, ou que l'on considère en perdant de vue le présent. . . ."

R. Radouant: *Grammaire française* (Paris, Hachette, 1922, p. 197)

By way of conclusion, here are a few examples from Grade XIII French texts of past years, in which the two tenses occur *in the same sentence*. This should effectively demonstrate that the two tenses are not mutually exclusive; on the contrary, they are doing different jobs in the same passage:

1. *Madame Thérèse* (Toronto: Copp Clark, 1951) p. 134.
 "Toutes ces choses, *je m'en suis toujours souvenu* durant mon enfance; mais ce qui vint ensuite, *m'a longtemps produit* l'effet d'un rêve, car je ne pouvais le comprendre . . ."
 (I have been constantly aware of these things, they have been in my mind and have shaped my *present* ideas and reactions.)
2. *Le livre de mon ami* (Toronto: Clarke Irwin, 1952) p. 3.
 "Hier, en flânant sur les quais, *je vis* dans la boutique d'un marchand de gravures un de ces cahiers de grotesques dans lesquels le Lorrain Callot exerça sa pointe fine et dure, et qui *se sont faits* rares depuis mon enfance."
 (These engravings have been getting scarcer, and are *now* rare.) and P. 79.
 "Au contraire, les représentations de la vie *m'ont* toutes diverti, à commencer par celles que *j'eus* dans la pension de mademoiselle Lefort."
 (I *am now*, as I have always been, the sort of person who enjoys such things.)
3. *French Short Stories* (Toronto: Copp Clark, 1944) p. 36.
 "Heureusement que *nous avons été recueillis*, vers le soir, par un charbonnier anglais qui nous *aperçut*."
 (Fortunately we were picked up, so that we are *now* safe and sound again.)

David M. Hayne.

TRADUCTION DE "YEAR"

On n'emploie AN que

- 1—devant un nombre, si "year" n'est pas modifié Ex: "trois ans" mais "trois" bonnes années".
- 2—dans les expressions: "l'an prochain", "l'an dernier" "l'an passé" mais on peut dire aussi "l'année prochaine", "l'année dernière", "l'année passée".
- 3—dans l'expression "le jour de l'An".
- 4—dans le taux (rate): "tant par an".
- 5—dans quelques proverbes ou idiomes: "Bon an, mal an".

Toutes les autres traductions doivent être années.

S. F.-B.

FOREIGN EXCHANGE

Directed by Morgan Kenney, Hill Park S.S., Hamilton.

THE CRITICS SPEAK

One day I presented my fourth and fifth form with the following questions:

- (1) Of what benefit has the study of a foreign language been to you?
- (2) What aspects of the course have appealed to you?
- (3) What aspects of the course have not appealed to you?
- (4) What aspects of language study have been missing from the course that you would have been interested in studying?

I had given no warning. I wanted the students to make spontaneous replies. They were given the period to write their views on *unsigned* sheets of foolscap. Their answers were well-supported by fact, enlightening and, in some cases, thrilling.

The most thrilling conclusion drawn from their answers was the fact that the majority of the students, in fact most of them, enjoyed Authors. It is comforting to know that although we worry about our methods of presentation, the material itself arouses interest and the course provides pleasure.

Here are some of the reasons offered:

"The aspect of the course that most appeals to me is the study of authors. I feel that the French novel was delightful, and the family very human and loveable."

"I have enjoyed the authors book we have used this year because it has opened my eyes to the many ideas there are. For instance, I find the character sketches throughout *Le Notaire du Havre* very stimulating."

"I like studying the works of great authors in a foreign language."

"I enjoy reading the authors stories because we learn something about the French people."

"The study of literature in a foreign tongue seems to me an excellent way of looking at things from another person's point of view."

"It is a wonderful feeling to read the actual words which a person would read in another part of the world."

"I enjoy French authors very much as I feel that when we read the stories we are reading more advanced French than the passages in the grammar text. Because of the idioms and true French expressions. I can feel a sense of accomplishment, and that I am progressing."

The students were unanimous in claiming that the study of a foreign language had helped them to understand English grammatically, and to develop their English vocabulary. One student goes on to say: "But there has been another, more basic value in the study of foreign languages. Clarity of thought, preciseness, and accuracy of grammatical constructions all contribute to the development of a sound manner of reasoning. Mechanical exercises—vocabulary study, verb conjugation, declension memorization—train a person in relation to character: one must be persistent, methodical, and steady."

There does not seem to be any one aspect of the course that

causes great displeasure. Vocabulary learning is undoubtedly boring, but the students say they realize it is necessary, if they are to gain some command of the language.

The two aspects of language study which students feel are not given sufficient emphasis are practice in speaking French and a study of the French people and their way of life. One student presents the oral problem in this way:

"One aspect which I feel could have been given greater concentration is that of the actual speaking of the language as much as possible. I feel that the whole purpose in studying a language is to be able to express yourself in that language. Even if you are grammatically wrong is, to me, not so important as the fact that you have managed to get your point across. Grammar, of course, is important and I am not trying to say that it should be given any less importance than it now receives, but I cannot help feeling that being able to stand up and make someone understand what your idea is, is the most important part of learning a foreign language."

On the study of the country and its people: "I realize that there is not time to study every aspect, but I think it would be very interesting to learn about the people themselves as well as the language they speak."

"I think the study of a foreign language should contain at least some little study of the history and geography of the country where the language originated."

"I have always thought that it would be interesting and helpful to have, in addition to authors and grammar, a text of articles about the actual people of today living in France and Quebec. It would make us appreciate the subject more."

Many other ideas were expressed. Some students wrote at great length, and when the period was over asked if they could come back to finish their answers.

One very warming idea that was frequently expressed dealt with tolerance—especially towards our New Canadians. Because the students themselves have personally experienced the difficulty of learning a foreign language, they now claim a new understanding of the problems facing the New Canadians.

We have discussed the views of these students at a department meeting. Yes, we are going to make some changes. But the changes will be mainly in our attitude. The students seem satisfied with the course we are offering. So why shouldn't we be happy? We won't worry so much about our methods in Authors and will approach the lessons with new bravado, trying to capitalize on the information provided by our students. We are drawing up a course on France and French civilization. We feel strengthened in our approach to oral work, and determined to persevere and improve.

A little experiment has succeeded. The critics have approved, have indicated their reactions, and have encouraged us. We feel that we have received a vote of confidence and have been aided in setting policy. We have the support of our students. When you get discouraged or besieged by doubts, why not try this experiment?

TIDBITS

La maîtresse à une jeune fille: Vous vous appelez Dubois; votre mère s'appelle Martin; je ne comprends pas cela.

L'élève, après réflexion: C'est que ma mère est remariée et . . . et moi pas.

—Papa, qu'est-ce que c'est donc qu'un ouvrage posthume?

—Mon fils, c'est un ouvrage que l'auteur publie après sa mort.

Que les médecins sont heureux! Leurs succès brillent au grand soleil, et la terre couvre leurs fautes.

BONERS

—Qu'a fait l'auteur au lieu de se coucher?

—Il s'est assis sur le feu.

—Quel mot signifie "les gens qui dirigent une banque"?

—Les voleurs.

—Quelle était l'importance de la résistance héroïque de Dollard et de ses jeunes amis?

—La ville de Montréal était sec.

—Comment M. Perrichon a-t-il manqué de se tuer?

—Il a tiré un branche avec un main et il se tuer avec l'autre.

N.B. — If you run across any good boners while marking your final exams, send them to the Editor for possible publication.

BONNE FETE, CHER AMI!

Let your class sing this French version of "Happy Birthday To You", submitted by Madeleine Girard of Sillery, Quebec, when one of your pupils is celebrating a birthday.

Bonne fête, cher (chère) — !

Bonne fête et longue vie!

Tous nos cœurs réunis,

Bonne fête, cher (chère) — !

VIVE LA REINE!

Two of our junior French books contain a French version of "God Save The Queen". Here is the original French national anthem:

Grand Dieu, sauvez le roi!

Grand Dieu, sauvez le roi!

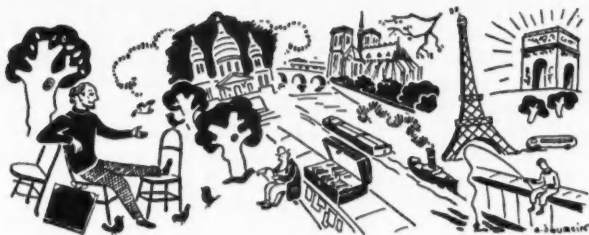
Sauvez le roi!

Que toujours glorieux,

Louis, victorieux,

Voye ses ennemis

Toujours soumis.



NOS VOISINS FRANÇAIS

The second Canadian edition of Leila Tomlinson's **Introductory French Course** has two important uses:

1. It is a **basic student textbook** which provides a thorough grounding in the elements of grammar—sufficient material for two years
2. It is a **supplementary text**—a stimulating introduction to the land and people of France.

Its two functions, the teaching of the language and the description of France and the French, are performed by:

1. Passages in English explaining French life.
2. Numerous exercises, dictation, oral games, frequent reviews, and a full vocabulary.

Price: \$1.50

Also available:

VOCABULAIRE EXTRAIT DU LIVRE NOS VOISINS FRANÇAIS

A chapter-by-chapter list-analysis of
words and expressions used in the text.

65c.

READING FROM NOS VOISINS FRANÇAIS

Four 12-inch 78 r.p.m. records of phonetic
exercises and dramatizations.

\$10.00

Prices less discount

OXFORD

UNIVERSITY PRESS

480 UNIVERSITY AVENUE, TORONTO 2

FRENCH TEACHING AIDS AND REALIA

By D. Steinhauer

The most significant change that has taken place in recent years in the field of language instruction is the realization that the old grammar-translation method is bankrupt. Although there are still protagonists for the "Fraser and Squair" approach, their number is dwindling, and forward-thinking teachers are gradually accepting the point of view that grammar is only a means (an important one, to be sure, but a means, nevertheless,) towards the much more important ends, comprehension and communication.

The mortality rate of language students in our High Schools has been very high and the sterility of the grammatical approach has not been conducive to arousing a genuine interest in language study or to inspire students to proceed beyond the initial stages. To be sure, some linguistically gifted pupils managed to cross the hurdles kept in place by inept teaching techniques, but this was due to their native ability and interest in the subject-matter and determination to survive, in spite of insurmountable obstacles erected by inflexible, uncompromising teachers.

With the change in stress, came the realization of the need for revitalizing factors in language instruction. When language study was no longer regarded merely as a disciplinary exercise, teachers began to look for means of stimulating interest. Then teaching aids came into their own.

The problem which confronts one in preparing a list of practical teaching aid media is to select from the vast field of available titles a small sampling of functional material. The following suggested items represent a minimum kit that teachers of French will find useful in their classrooms. Teachers will want to add to this library constantly, in order to enrich their courses of study and foster interest in French "civilisation", culture and life.

MAPS

No classroom of French is complete without good, graphic maps. A good selection is available from:

Denayer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.
Ask for catalogue 53 FR for French text maps.

For those teachers who would like more specific information regarding French text maps available in Canada, the following two are suggested:

- (1) No. 1199 Political Map of France, Hatier series, 40 x 48, Fre. Text 02 Spring Roller and dustproof cover, price \$14.50.
- (2) Map No. 9, France, Provinces—Armand Colin—Spring roller board.

Both these maps are available in Canada from:

Educator Supplies, 95 Dundas Street, London, Ontario.

PHONOGRAPH RECORDS

There is such a wealth of recorded material available, both on records and on tapes, that only the merest sampling can be given here. Reference will be made to catalogues at the end of this section, so that teachers may consult these and make their own selection.

Records commonly used in the classroom are of four types:

- (a) those specializing in the mastery of the language (vocabulary, idiom, grammatical construction and conversational patterns).
- (b) French song records.
- (c) Readings from specific texts or literary works.
- (d) Novelty records (dictation, novel linguistic approaches, etc.)

(a) LANGUAGE COURSE RECORDS

Of the vast selection available in this category, three only will be mentioned.

- (1) **Living French** (one of the "Living Language" Series) available in Canada from the Promenade Music Shop, Bloor St. West, Toronto, or from Ambassador Books, Random House, 1149 King St. West, Toronto (Price \$11.95 less educational discount 20%.)
- (2) **Conversational French**—Harris and Lévêque (5 records) Henry Holt.
- (3) **Parlons Français**—Multilingua of Canada, available from Promenade Music Shop, Toronto.

For other language course recordings, consult catalogues mentioned below. A combination of 1 and 2 (preferably), or 2 and 3, should answer the needs of most classrooms.

(b) FRENCH SONG RECORDS

- 1. **Chansons d'Acadie** (Folkways Records & Service Corp., 117 West 46th St., New York 36, N.Y.) This record is available from Promenade Music Shop, Bloor St., Toronto. (Write to Folkways for their catalogue.)
- 2. **Columbia, Victor & Decca catalogues** feature many recordings of French songs, both by soloists and choral groups.
- 3. **Sparton of Canada (London)** has an excellent record entitled "Children of Paris" in their "Grand Award Records" series. This record contains the following songs:
 - "Au Clair de la Lune"; "Il était un petit navire"; "Fais do do"; "Nous n'irons plus au bois"; "Il était une Bergère"; "Savez-vous planter les Choux"; "Dites-moi"; "Cadet Roussel"; "Ah! vous dirai-je, maman"; "Sur le Pont".

(c) FRENCH LITERARY RECORDINGS

- 1. "La Cigale et la Fourmi",) Odéon recordings read by
"Les Animaux malades de la Peste",) members of the Comédie
"Le Corbeau et le Renard",) Française. (The Promenade
and other La Fontaine fables.) Music Shop will get them
for you.)

(These are also listed in catalogues of: Language Training Aids, 12101 Valleywood Drive, Silver Spring, Maryland.)

- 2. **Gems of Wit, Wisdom and Beauty in French**, available from Language Training Aids (see above) Cat. No. SMC-1017 — \$5.95.

(d) **NOVELTY RECORDS**

1. **French Dictation Records** (Grades XI - XIII)—distributed by Yale Publishing Co., 34 Butternut Street, Toronto.
 2. **D. S. P. Dictation Records**—available from Multilingua of Canada, King St. West, Toronto.
 3. **Rions Ensemble** (prepared by members of University of Toronto staff) to accompany the book by the same name. Available from U. of T. Press, University of Toronto, price \$25.00 (excellent recording).
 4. **Fun with French** (Grade IX—10" 78 r.p.m. record) Zodiac Recording Co., 501 Madison Ave., New York 22, N.Y.
- Teachers should acquire the following catalogues for further selections:
1. **Language Training Aids**—12101 Valleywood Drive, Silver Spring, Maryland. (This catalogue has a wealth of suggestions in various languages.)
 2. **Zodiac Recording Co., Inc.**, 501 Madison Ave., New York 22, N.Y.
 3. **Folkways Records & Service Corp.**, 117 West 46th St., New York 36, N.Y.
 4. **Victor, Columbia, Decca and Sparten Catalogues** (available in any good record shop.)

POSTERS AND ILLUSTRATIVE MATERIALS

Picturesque, colourful posters can be obtained, free of charge, upon application (on school letterhead stationary) from the following sources:

1. **Ligue de Sécurité de la Province de Québec**, 1455 rue Peel, Montréal, Québec.
2. **Ligue Canadienne de Santé** (same address).
3. **Services officiels du Tourisme Français**, 1170 rue Drummond, Montréal, Québec.
4. **French Consulate** in any of the larger cities.
5. **Air France** (Toronto or Montreal).
6. **French Railway offices**.

In addition to posters, ask for illustrative folders, maps and city plans (of Paris) obtainable from **Services Officiels du Tourisme**.

OTHER TEACHING AID MATERIALS

In addition to travel literature mentioned above, interesting displays for notice-boards can be arranged by using the following materials:

1. Displays of paper and coin currency (properly mounted and labelled).
2. Assorted stamp displays (pupils will furnish these on loan from their private collections).
3. French restaurant menus (obtainable from larger French restaurants in Montreal and Quebec City).
4. Advertisements from French newspapers and picture magazines.
5. Advertising literature from large companies that cater to French Canadian trade (e.g. The Borden Co., International Nickel, etc.)
6. Street-car Advertising Cards, available from The Canadian Street-Car Advertising Co. Ltd., % Montreal Tramways, Beaver Hill, Montreal. (There may be a small service charge for these).
7. Labels from canned goods, printed in French (available from large canneries).

SCHOOL NEWSPAPERS

- | | | |
|--------------------------------------|---|----------------------------|
| 1. Bonjour (1st year French) |) | Published by: |
| 2. Chez Nous (2nd & 3rd year) |) | Mary Glasgow & Baker Ltd., |
| 3. Loisirs (senior students) |) | Educational Publishers, |
| | | 7 Kensington Church Court, |
| | | London W 8, England. |

These appear 9 times a year (during school months).

In addition to the above there are:

- | | | |
|--|---|-----------------------------------|
| 1. Ça Va |) | |
| 2. Revue des Jeunes |) | available from the House of Grant |
| 3. La Revue Ecolière —Multilingua of Canada | | |
| 4. Le Français à la Page —Yale Book Co., 34 Butternut St., Toronto. | | |

Other publications:

- | | | |
|---|---|-----------------------|
| La Presse |) | |
| Le Devoir |) | published in Montreal |
| La Patrie |) | |
| Sélection du Reader's Digest , 1015 Côte du Beaver Hall, | | |
| Montréal, P.Q. | | |

Paris Match
and **L'Illustration**.

The above-named publications can be ordered through leading newspaper subscription agencies. Some offer special prices to schools.

FRENCH JOURNALS (AND FRENCH PEDAGOGIC REVIEWS)

1. **The French Review**, published by the American Association of Teachers of French, Mount Royal and Guilford Aves., Baltimore 2, Maryland.
2. **The Canadian Modern Language Review**, published by the O.M.L.T.A. (a "must" for teachers of French in Ontario Schools), 34 Butternut St., Toronto, Ont.
3. **The Modern Language Journal**, 7144 Washington Ave., St. Louis 5, Missouri.
4. **PMLA**, 6 Washington Square North, New York 3, N.Y.

SOME FRENCH REFERENCE AND REVIEW GRAMMARS

1. **French Composition and Reference Grammar**—Fraser-Squair-Parker, D. C. Heath & Co. (Copp Clark, Toronto).
2. **New French Review Grammar**—Bovée and Carnahan, D. C. Heath & Co. (Copp Clark, Toronto).
3. **Review of Standard French**—Sonet and Shortliffe, W. J. Gage & Co., Harcourt Brace & C.
4. **Simplified French Review (Grammar and Composition)**, Francis B. Barton and Edward H. Sirich, Appleton-Century-Crofts Inc., N.Y.
5. **Review and Progress in French**, C. S. Parker, Dryden Press (Macmillan).
6. **French for first examinations (Gr. XIII level)** C. Hermus and D. N. R. Lester, Edward Arnold Ltd., (Macmillan).

(continued on page 61)

Comme Il Vous Plaira

A NEW FRENCH READER FOR GRADE XI

by **M. SNIDERMAN, B.A., B. Paed.,
Head of the Moderns Department,
Lorne Park Secondary School.**

CONTENT

All the material is appearing for the first time, to our knowledge, in a Canadian High School Reader. The content is varied — prose, poetry and drama—with the accent on action and humour.

GRADING

Carefully graded as to difficulty and length.

EXERCISES

These immediately follow the selection and are designed:

- to help the student read with understanding and enjoyment;
- to develop an active and passive vocabulary;
- to encourage the use of spoken French.

**SPECIAL
SUPPLEMENT**

The special supplement for teachers includes 'sommaires' of longer selections for dictation, and also production notes for the one-act play.

ILLUSTRATIONS

Eleven dramatic illustrations with teaching value.

NOW AVAILABLE — Price: \$1.35,

Less educational discounts. Teachers' Supplement: 25c.

*Principals
& Classroom
Teachers*

**Please write for a complimentary copy to:
Thomas Nelson and Sons (Canada) Ltd.
91 Wellington St. West, Toronto, Ont.**

ITEMS OF INTEREST

The Greer Memorial Award

On April 7, the *Canadian Modern Language Review* received the Greer Memorial Award, which is presented each year by the Ontario Educational Association for an outstanding contribution to education. The Editorial Committee wishes to thank all the loyal supporters—subscribers, contributors and advertisers—who have helped to make the *Review* a success. Let us continue to work together to improve both the quality of instruction in Modern Languages and the conditions under which they are taught.

The Waterloo Review

The *Waterloo Review*, the first number of which has just appeared, was founded by a group of faculty members at Waterloo College and McMaster University who are interested in providing a new medium for literature of merit. It will be published as a semi-annual to appear in the spring and fall of each year. It is the belief of the *Waterloo Review's* Editorial Board—Prof. J. A. S. Evans, Editor; Prof. J. B. Sanders, Book Editor; and Consulting Editors F. G. W. Adams, Miss Flora Roy and A. G. McKay—that there are many people in South-Western Ontario who would welcome a journal offering well-written articles of general interest which would keep them abreast of the latest developments in archæology, psychology, history and literary criticism. The book review section will devote some space to textbooks, and the *Waterloo Review* welcomes articles and book reviews from teachers. Subscriptions are \$1.50 per year. You may become a patron of the *Waterloo Review* by contributing the sum of \$10.00. A list of patrons will appear in each issue.

Vive la France!

We have now received the first two numbers of *Les Nouvelles françaises de Toronto*. This interesting French newspaper is published monthly by a group of French-speaking Canadians, under the direction of Anne Sanouillet, the Canadian-born wife of Prof. Sanouillet of University College, and edited by Josée Perrier. The ambitious publishers of *Les Nouvelles françaises* wish to draw together all the French elements of our Canadian culture and unite them in the furtherance of their common aims. Teachers of French, at both University and High School level, will derive considerable profit from a subscription to this lively little journal. "Vive la France!" (If you are interested, contact *Les Nouvelles françaises de Toronto*, 37 Roxborough St. West, Toronto 5. Subscription rate: \$2.00 per annum.)

A French Service Bureau for B. C. Teachers of French

We were pleased to learn from Miss Sadie Boyles, our B. C. representative, who has contributed several interesting articles to the *Review*, that the B. C. teachers of Modern Languages have organized a "Provincial Specialists Association" within the framework of the B.C.T.F. For the past six months, Miss Boyles, who is now Professor of Methods in Modern Languages in the Faculty of Education of the University of British Columbia, has been sending to all interested teachers a series of monthly bulletins on the latest developments in the field of Modern Languages. At the same time, Miss Boyles in-

vites them to contribute suggestions to her intensely practical *Service d'Information*, as the bulletin is called. This B.C. service is reminiscent of Mr. Morgan Kenney's interesting and helpful *Foreign Exchange*.

Miss Boyles is an ardent supporter of our plan to organize a Canadian Modern Language Association, which has found a staunch supporter in Prof. Leopold Taillon of the School of Education of St. Joseph's University, Moncton, N. B. In her letter of April 18 she writes:

"I whole-heartedly agree with M. Taillon—and I hope it will one day be financially and geographically possible to have an *Association de Professeurs de Langues Modernes*."

Pending the formation of a national association, the *Review* offers its pages to all Canadian teachers of Moderns who have problems or suggestions. We may differ in our method of approach to the study of Modern Languages, but our aims and objectives are basically the same. Let's get together!

The Canadian Linguistic Association

Prof. Walter S. Avis of the Royal Military College, in Kingston, Ontario, announces that a Summer School of Linguistics is to be held at the University of Alberta, Edmonton, during July and August.

Congratulations!

During the past fourteen years the *Review* has received a great deal of encouragement and support from our enterprising educational publishers. It therefore gives us great pleasure to announce the promotion of two of our most enthusiastic supporters in the publishing field.

On April 1, Mr. William Belt of the Macmillan Company of Canada became Manager of the Education Department of the Oxford University Press, which is embarking upon a programme of developing textbooks exclusively for Canadian educational requirements.

On May 7, the Copp Clark Publishing Company, one of our pioneer firms in the production of Modern Language textbooks, announced the promotion of Dr. F. L. Barrett to the position of Vice-President of the company and Director of the Textbook Division. Prior to joining the Copp Clark Company, Dr. Barrett was an inspector with the Ontario Department of Education.

Selection of U.S. Authors Texts

The arrangement in recent years has been for the Prescriptions Committee to appoint some of its members, usually one for each language, to undertake an examination of books and to prepare a short list. Copies of the books so selected have been supplied through the Office of the Editor of Textbooks, at the earliest possible date, to all members of the U.S. Prescriptions Committee, so that they might come to the meeting with some knowledge of the books to be considered. Publishers are informed of the names of the members who are to make the preliminary selection. In recent years the Prescriptions Committee has been influenced by resolutions forwarded by the Ontario Modern Language Teachers Association, and other bodies, recommending the frequent repetition of the prescription of books which have been found satisfactory.

(continued on page 50)

**RESOLUTIONS PASSED BY THE ONTARIO MODERN LANGUAGE
TEACHERS' ASSOCIATION, 1958, TO BE SUBMITTED TO THE
DEPARTMENT OF EDUCATION.**

Mr. J. J. McKerrow of Burnhamthorpe C.I., Toronto, has been appointed O.M.L.T.A. representative to discuss these resolutions with the Department.

1. **Resolved** that the O.M.L.T.A. request the Department of Education to have the Supervising Board make a special check of the vocabulary used on the Upper School papers in **Modern Languages** to ensure that no words of uncommon occurrence are included unless they are key words in the prescribed Authors text.
2. **Resolved** that the O.M.L.T.A. request the Department of Education to indicate clearly at the beginning of the school year, in Circular 58, the source of the vocabulary to be stressed in the Composition examinations in **Modern Languages**.
3. **Resolved** that the O.M.L.T.A. urge the Department of Education to prepare high frequency word lists in French, German, and Spanish, for examination purposes, and that these word lists be made available to the teachers of these languages.
4. **Resolved** that the O.M.L.T.A. request the Department of Education to review the Upper School examination in Spanish and advise the examiner-in-chief to set reasonable papers.
5. **Resolved** that the O.M.L.T.A. request the Department of Education to have publishers correct all errors in Upper School Authors texts before these texts are prescribed for a second time.
6. Whereas opinions expressed in the Press and at such important gatherings as the recent Canadian Conference on Education show that the public is in favour of increased attention to the study of oral French; and
Whereas because of the organization of school time-tables it is impossible for many students to hear the radio programmes at present sponsored by the Department of Education; and
Whereas, to be of real benefit, such programmes should be heard daily;
Be it Resolved that the O.M.L.T.A. request the Department of Education to take steps to make available, at a time outside school hours, a short daily radio and/or television programme in French.
7. Whereas teachers of language must maintain a high degree of fluency for classroom instruction; and
Whereas, the limiting conditions of classroom teaching have a detrimental effect on the teacher's fluency; and
Whereas, the breadth of classroom instruction depends upon the language teacher's personal association with foreign countries by means of travel demanding a considerable financial outlay;
Be it Resolved that the O.M.L.T.A. request the Department of Education for monetary assistance to language teachers of at least ten years' experience, for travel and study during the summer months in the country whose language they teach.

With regard to two other resolutions passed at the Easter Convention, action was taken by the OMLTA Executive at its meeting on April 8:

8. **Resolved** that a poll of Upper School teachers be taken before the choice of Authors texts is made, that the results of this poll be made public, and that instructions be given to the teachers' representatives on the Prescriptions Committee to act accordingly.

It was decided that the three OMLTA representatives on the Prescriptions Committee would canvass the Upper School markers regarding their preference in Authors texts and that the results of this poll would be sent to the heads of departments of Modern Languages for comment. President Ian Ferguson is making arrangements to carry this out.

9. **Resolved** that the members of this Association appoint a committee to investigate different types of questions for the Upper School examinations in Modern Languages.

Mr. Morris Sniderman of Lorne Park S.S., Lorne Park, Ont., was appointed to form a committee to implement this resolution.

A. M. Fox, Secretary, O.M.L.T.A.

O.M.L.T.A. FALL CONFERENCE

The fourth O.M.L.T.A. Fall Conference will be held at Waterloo College, Waterloo, Ontario, on Saturday, October 18. The College administration extends a hearty welcome to all teachers of Modern Languages. Luncheon will be served in the College for a nominal sum. For further information contact Prof. James B. Sanders, Waterloo College.

C.E.A. CONVENTION

The Annual Convention of the Canadian Education Association will be held at the Empress Hotel, Victoria, B.C., September 16-18. One of the conferences will deal with Science and Mathematics in Secondary Schools. In view of the present international situation, it might be well for the meeting to consider the expansion of our Canadian Modern Language programme. An active knowledge of the language of our neighbours, far and near, would lead us to a better understanding of their problems.

A TIMELY DISCUSSION

The National Interest and Foreign Languages. A Discussion Guide and Work Paper. prepared by William Riley Parker. Revised edition. Washington, U. S. National Commission for UNESCO, 1957. Pp. 133. 65c. (Department of State Publication, 6389).—" . . . to discuss whether or not the national interest would be served by increased study of modern foreign languages . . . and, if so, what sort of language study would best serve both the Nation and the individual citizen."

BOOK REVIEWS

Directed by Morgan Kenney, Apt. 6, 188 Graham St. S. Hamilton, Ont.

FRENCH

PARLONS FRANÇAIS, Book II, Revised, Whitmarsh & Klinck; 1958; \$2.25.

It is encouraging when publishers ask teachers for their suggestions for improving texts. It is even more gratifying when publishers prove their sincerity by revising books and incorporating the recommendations offered by teachers. Such is the case with **Parlons Français, Book II**.

What are the major improvements in this revised edition? The text has been shortened from fifty lessons to thirty-two. This has been achieved by the reorganization of grammatical material, and the omission of the frequent review lessons contained in the original. And yet the scope of the text has been increased. The Imperfect, Perfect, and Pluperfect Subjunctive are discussed, and extra translation exercises, based on the vocabulary of the reading selection and drilling the new grammatical topics taught, are included. The variety of the exercises is endless and they provide excellent drill on new points, and review of important constructions already learned. Teachers will be pleased with the continuous prose passages based on the reading lessons.

Many of the reading lessons are new and they now serve as an introduction to the grammatical material to be studied. At the back of the book, eleven French "sights", with questions, provide material for practice in sight work.

The book also has a new format. And the crowded, jumbled presentation of the first edition has now been replaced by well-spaced, clearly defined pages of print. The illustrations are gone; but seven excellent photographs, beautifully reproduced on semi-gloss paper, depict varied aspects of French life and architecture. Reference to points in grammar is now made possible by the inclusion of an alphabetical topical index.

It is difficult to please every one and there are still some features of the text which will cause displeasure. Although the foot-note aids on the translation exercises have been omitted, information is given the student within the exercise. In many cases grammatical information, which has just been studied and should be known, is provided. Students who may know certain words or expressions are deprived of the practice of recall by having these words presented within the exercise. In a few cases, grammatical material is presented by means of example sentences, but no explanation of usage is given (e.g. "depuis" with the present and imperfect; conditional sentences). Naturally teachers will explain such constructions, but it is wise to have full explanations in the text. The vocabulary of each lesson still contains words which are not introduced in the reading selections.

Nevertheless, the revision of this text has been successful. The weak link of the trilogy is strengthened.

M. K.

FOUNDATION COURSE IN FRENCH, Fraser, Squair, and Parker; Heath (Copp Clark), 1957; \$4.00.

This is likely the most expensive looking book on the market. It is filled with excellent material and many interesting grammatical explanations. Teachers will find many fine points well explained.

M. K.

FRENCH PROSE COMPOSITION FOR SIXTH FORMS, Pryce, D. K. and Foster, J. R.; Clarke Irwin, 1957, 95c.

This book includes sixty annotated proses for translation into French, and a collection of twelve proses taken from English university entrance papers.

Since the vocabulary introduced is extensive, the authors have included at the back of the book a vocabulary list for each selection. Grammatical and idiomatic difficulties and peculiarities are discussed at the bottom of each prose.

These proses may be advanced for our Grade XIII students, but they do furnish excellent material for any students who show real language ability. Teachers who would like to test their ability in translation will be interested in this book, as it is possible to buy suggested translations(.95).

M. K.

PLAISIR DU FRANÇAIS, Wells, Sydney; Clarke Irwin, 1957; \$1.45.

The author presents a very personal approach to an active course in first year French. He calls it a method, rather than a course, as no set chapters or lessons are given and the individual teacher can adapt the work in his own way.

The material included is novel; the presentation suggested may open new vistas. Though the book could not be used in our system, it does provide stimulating ideas.

M. K.

L'EXAMEN ORAL, Teacher's Book, Coggin, P.A., Clarke, Irwin; \$1.65.

L'Examen Oral presents to teachers a definite outlined oral course for students with some background in French.

Part I presents short anecdotes to be read by the teachers and then retold by the students.

Part II includes thirty dictations drawn from well-known authors. Each dictation is divided into breath groups.

Part III provides thirty short paragraphs, also drawn from well-known works. These are to be used for reading practice and the author includes notes on French intonation. Each paragraph is followed by questions to test comprehension.

Part IV selects different topics and suggests questions which will develop conversational fluency. This section also includes pictures with questions.

As a source book of ideas and material, *L'Examen Oral* is excellent.

M. K.

LECTURES VARIEES, Torrens, R. W., Copp Clark, 1958; \$2.50.

Intended for study in Grade XII, this collection presents eleven stories (five short-shorts), two one-act plays, three poems by La Fontaine and five anecdotes. Except for Marcel Aymé's *Le Proverbe* (fourteen pages) and André Theuriot's *Les Pêches* (eight pages), all the other stories are very short, ranging from one and a half pages to six and a half pages. Included are: *Les Bas Jaunes*, Charles Foley; *Le Paysan et le Voleur*, Clément Marchand; *Les Trois Rembrandt*, Georges Simenon; *Le Coucou* and

La Maison, André Maurois; **Le Grand Michu**, Emile Zola; **Un Revenant**, Hubert LaRue.

The exercises, which follow each story, are excellent. They provide questions on the stories and drill on pronunciation, grammar and syntax.

Foot-notes and explanations in the vocabulary explain difficult constructions, identify place names, and explain customs.

M. K.

VINGT CONTES DIVERS, Skinner and Brady, Macmillan, 1938 (Fifth Printing 1958); \$2.40.

Many old favourites will be found in this text: Daudet's **La Dernière Classe**, **L'Enfant Espion**, **Ballades en Prose**; Erckmann-Chatrian's **Messire Tempus**, **L'Esquisse Mystérieuse**; See's **Les Deux Notes**; Coppée's **L'Odeur du Buis**, **Un Accident**, **Le Louis D'Or**; de Maupassant's **Deux Amis**, **Mon Oncle Jules**, **En Voyage**, **Le Parapluie**; Merimée's **Le Coup de Pistolet**; Le Maître's **La Cloche**, **Nausicaa**; Balzac's **Jésus-Christ en Flandre**; Zola's **Printemps**; Theuriet's **La Saint-Nicolas**.

These stories have been edited so that the book is suitable for fourth form reading. Parts of the stories have been eliminated; more common words replace those seldom used. The stories retain their unity and make good reading.

The material is excellent, and sufficient stories have been included so that the teacher can select those he thinks will benefit his particular class. Each story has excellent exercises based upon it.

M. K.

HISTOIRES SPORTIVES, Roe, C. A., Longmans, Green, \$1.00

C. A. Roe (*Enfants de Paris*) has the gift of writing stories in French which are worth reading, and which also present a rich diet for the student of French.

The young people in these stories are alive; the incidents are varied and imaginative; there is suspense and humour. The language itself is living, rich and flowing.

The book contains seven stories, each followed by questions and English to French translation exercises.

The title and subject matter will attract students; the style and ingenuity will please teachers. Highly recommended for third, fourth and fifth forms.

M. K.

MEDECIN SOUS LES TROPIQUES, Fourré, Pierre; Clarke Irwin, 1957; 60c.

Written by the author of "Premier Dictionnaire en Images", this book provides interesting reading and excellent language experience. The author uses the words included in his dictionary, and maintains a lucid, natural style.

The story tells of a young French doctor and his adventures while trying to overcome the superstitions of primitive people.

This book is recommended for supplementary reading in XI and XII, and is interesting enough in vocabulary and content for XIII.

M. K.

TRAFIC D'ARMES, Ledésert, R.P.L. and D.M., Clarke Irwin, 1957, 50c.

Trafic d'Armes is a timely story of arms smuggled into troubled Algeria. It will have a strong appeal to students because of the intrigue and because it is as modern as "rock n'roll" and "soucoupes volantes". The European attitude toward the American soldiers and American civilization will arouse interest.

This text is suitable for supplementary reading for fourth and fifth forms.

M. K.

LE SECRET DE LA BELLE HELENE, Adair and Degrevé; Clarke Irwin; 50c.

This mystery story provides good reading experience for Grade XI, XII and XIII students. The French is idiomatic; the vocabulary is extensive and yet, with few exceptions, common.

M. K.

L'AVENTURE DE ROBERT, and **MON PREMIER LIVRE** (.70), Carré, A. L.; Clarke Irwin, 1958; 55c.

In content, **L'Aventure de Robert** is for young children, but in grammatical difficulty it could not be read until late Grade IX or Grade X.

Mon Premier Livre is a preparatory course for young beginners. This book could be used as a basis for oral practice. It presents 250 everyday words and all material is written in the present tense.

MONTONS SUR LES PLANCHES, Kerr-Waller, E., Clarke Irwin; 1957, 90c.

This book is comprised of fourteen playlets written for high school students. The situations are simple and amusing. Speeches are very short and many characters are introduced to ensure wide participation. The language is "the language of everyday life in France".

M. K.

CHRISTOPHERS' DOLPHIN SERIES, 5) **En Route pour le Midi**
6) **Sous le Ciel de Provence**

Adair, H. N. & D., Clarke Irwin, 35c.

These books are written in simple, clear French suited for Grade X level. As is usual with beginners' readers, the interest of the plot is weak.

M. K.

LE TOUR DU MONDE EN 80 JOURS, Verné adapted by Emilie Pattay; Macmillan, 35c.

Reduced to thirty-one pages with illustrations, this version of **Le Tour du Monde** is bereft of all suspense and colour. It appears as a simple listing of events—a "canavas"!

The text provides good experience in language, and the vocabulary is varied. It is suitable for good Grade XI students or for Grade XII.

M. K.

POUR LES BAVARDS, Célières-Lipp; Macmillan, \$2.90.

Based on the psychological principle of the association of ideas, *Pour les Bavards* is intended as an intermediate conversational text for second year college classes.

Each section of the book begins with a series of sentences which present the situation to be discussed. Then a series of questions is introduced to test the student's grasp of the situation and the vocabulary necessary to discuss it. This is followed by a study of words—words associated by similarity of meaning or by contrast in meaning (*assis—debout—couché; parfum—odeur—arome*).

The second part of each section provides a more fully developed version of the original and this, in turn, has its questions and word study.

For advanced study, it provides the benefits of word appreciation and vocabulary development as well as a study of idiomatic French.

M. K.

PREMIER DICTIONNAIRE EN IMAGES, Fourré, Pierre; Clarke Irwin, 1956; \$2.00.

"Ce dictionnaire en images présente les principaux sens des 1300 mots qui constituent le vocabulaire de "Français Élémentaire", Premier Degré.

"Il fait partie de notre collection général "De la langue à la civilisation française" qui s'adresse à tous ceux dont le français n'est pas la langue maternelle

"Les 1300 mots qu'on trouvera dans ces pages sont en effet les plus employés de la langue française. Leur choix repose sur les études scientifiques modernes entreprises par la Commission du Français Élémentaire." (Preface)

Teachers will be interested to see the words contained in this dictionary, and especially to compare them with vocabulary contained in elementary texts at present in use.

Each word is illustrated with an ink drawing by which the artist tries to represent the meaning of the word.

M. K.

LE PETIT VOCABULAIRE, Méras; Clarke, Irwin, 25c.

"It is intended that this list be used for the building up of a practical vocabulary There are five hundred words for each of the four terms." (Introduction)

FRENCH AND GERMAN MAGAZINES.

Bonjour (for beginners); *Chez nous* (for second and third years); *Loisirs* (for seniors). Three lively little French magazines, profusely illustrated with photographs, line drawings and comic strips. They also contain cross-word puzzles and a list of difficult words. Published by Mary Glasgow and Baker Ltd., 7 Kensington Church Court, London W. 8., England; 9 issues per year; subscription in Canada and the U.S.A. \$1.00; 6 or more to one address .75.

Der Roller (a similar German magazine for second and third years).

G. A. K.

APPRENONS AVEC ANATOLE, BOOK I, Treherne, M.; Clarke, Irwin, 75c.

This book arose out of a collection of notes and presents many ideas on how to enrich your course by using singing, drawing, puzzles, games and acting. It is meant to be used as a text in class, but because of its brevity it would have to be a supplementary text.

Contained in the book is a good dramatization of *Cinderella*—short and simple enough to be presented by students.

M. K.

GERMAN

DAS SCHONE DEUTSCHLAND, PARTS I AND II, Anderson, W. E.; Clarke, Irwin, \$1.25 each.

The author (*Aufenthalt in Deutschland*) attempts to present a course which can be completed in two years and which provides most of the basic essentials in the first year. The reading selections deal "with topics which the foreign visitor to Germany is going to face during his stay there".

The course is intensive. Each lesson presents an over-rich diet of Grammar—Lesson I, Nominative of the Definite and Indefinite Articles; *sein*; *haben*; Present Tense of regular verbs; Interrogative and Negative Sentences; Lesson II—Plural of Nouns; Declension of Articles and Defining Words in the Plural; Cardinal Numbers (1 - 100); Time of Day.

As well as the reading selections dealing with German life and Germany, there is a long conversation in each lesson. Both selections are accompanied by full vocabularies. How these vocabularies are to be learned in a two year course presents a problem. Each lesson contains over eighty new words and expressions.

This course is definitely intended either for students who have had some previous knowledge of German or for mature students.

M. K.

GERMAN FOR BEGINNERS, Van de Luyster, N.; Thomas Cromwell Co., N.Y., 1957, \$3.00.

German For Beginners offers a basic course in twenty lessons. The Grammatical material presented meets the needs of our present three year course.

There is nothing new in the manner of presentation to make this outstanding. Teachers will criticize the introduction of so many grammatical points in each lesson (Lesson I presents eleven; Lesson II, fifteen). The relative pronoun is not introduced until Lesson XVII, which means that there has been little practice with compound sentences. Nor is there sufficient English to German translation to give the student a wide experience in writing German.

M. K.

DIE WELT IM SPIEL, Fleissner, E. M. and O. S., Appleton-Century-Crofts, 1958, \$3.20.

Here is a book for teachers who have longed for reading selections which are at the same time mature, true to the language and within the grasp of beginning students.

It is an ambitious book; it could be used as a university text to the great benefit of students. And yet it is also suitable for the secondary school teacher who can organize his course to find time for it.

Die Welt im Spiel contains eight "Kleine Komödien", six "Gespräche", and two "Weihnachtsspiele". The charm and challenge of the book lie in the authors' ability to write living idiomatic German and yet keep the language light, uninvolved, uncomplicated. The language does not bear the scars of the text-book author's knife; nor does it limp along disjointedly in an attempt to be easy.

The authors have used the dramatic form to enable the teacher to use the text as a reader and as a basis for oral work. Notes, questions and edifying word-studies are included.

Even if you find this book too idealistic for use as a secondary school text, it is well worth owning and will certainly inspire.

M. K.

PRINZ FRIEDRICH VON HOMBURG, by Heinrich von Kleist. Editor: Richard Samuel, Ph.D., (Cantab.)

Prinz Friedrich von Homburg has been edited several times but it is likely that the present edition will hold its own among those already existing. Besides a very exhaustive introduction (57 pp.), dealing with every aspect from background, theme and interpretation to style and imagery, there is a select bibliography, historical and biographical appendices, diagrams of the battle and maps and, in addition, a vocabulary of unusual and difficult words.

The editor has done a competent and painstaking job in editing this problem play and we are indebted to him for having brought together in one volume all the important relevant information.

—R. K. A.

GERMAN FOR BEGINNERS, Vail and Cunz, The Ronald Press Company, New York, 1958; \$3.75.

INTRODUCTION TO GERMAN, H. Steinhauer and W. Sundermeyer, The Macmillan Company, New York, (Brett-Macmillan, Galt, Ontario), 1956; \$2.85.

BEGINNING GERMAN, Schinnerer, The Macmillan Co., New York, (Brett-Macmillan, Galt, Ont.), 1956; \$3.40.

AM KREUZWEG, G. Joyce Hallamore and Marianne R. Jetter, University of British Columbia, The MacMillan Company, New York, (Brett-Macmillan, Galt, Ont.), 1957; \$3.75.

SPANISH

ELEMENTARY SPANISH by Antonio L. Mezzacappa. Thomas Y. Cromwell, New York, 1957, xii 306 pages. \$3.50.

The author of this book makes no bold pretense to superiority over other text books already in the field, boasts of no radical innovations in the teaching of grammar, but modestly suggests that detailed explanations of English grammar in the text and a glossary of terms (pp. 240-253) will help the teacher to save time in the classroom. This is a recommendation in

itself and a refreshing change from claims that are usually made in a field that is rapidly becoming saturated with elementary grammars.

The book consists of twenty-seven lessons, including the first two, which are devoted to pronunciation, syllabification and other matters dealt with in an introduction. The last ten lessons are rather long and would probably require at least two periods each. The reading passages in Spanish are united in subject matter by the story of a Spanish teacher's experiences in the classroom, and toward the end of the book are quite humorous.

Each lesson builds systematically on the preceding one and takes nothing for granted. The vocabularies are sometimes rather long, augmented as they are by the inclusion of words already given in the grammar lesson. The subject pronouns, for example, are presented with their English equivalents in one lesson and *yo* alone is then given in the vocabulary (p. 24). The author does the same with *cuarenta y tres* (p. 30), *hace calor*, *hay polvo* (p. 38), *dos* (p. 142), *siete* (p. 196) and with other words and expressions.

The value of *¿Cómo eté uté?* (p. 58), introduced merely to provide a pretext for further questions about the pronunciation of a Dominican student, is dubious at this stage when the student is already too occupied with learning fundamentals. The student is told to use *usted* as the equivalent of English 'you' (p. 21) but is then presented with *vuestra casa* (p. 27) to illustrate another point of grammar. Some teachers will object to the use of the word *zopenco* (pp. 10, 113, 182).

To illustrate the formation of the future of *caber*, the author gives an intervening form *caberé* (p. 118) in which the first *e* is deleted and finally the form *cabré*. While this is logically explained, some students have a weakness for learning the wrong form if it is printed in a text. The Old Spanish forms *dir* and *har* on which the future of *decir* and *hacer* are formed is interesting information but questionable for first year students, who might put them to a wrong use.

Despite these observations, the grammar is neither too bulky nor too brief. It has happened too often that a book highly praised in a review has been found wanting when put to the test in the classroom. The teacher who uses the book will have to judge it on its merits but at this moment all indications are that this new grammar is worth the experiment.

Julius A. Molinaro, U. of T.

THE SPIRIT OF SPANISH AMERICA. A Cultural Reader including Simplified Selections from Outstanding Spanish American Writers. By Marie B. Rodriguez. New York, Appleton-Century-Crofts, 1957. \$3.00. —A reader for students "beginning the second college year of Spanish."

INTRODUCTION TO BRAZILIAN PORTUGUESE. A Grammar and Conversational Text. By Guy J. Riccio. Annapolis, Md., U. S. Naval Institute, 1957. \$4.50. —" . . . for the undergraduate beginning student of Brazilian Portuguese who desires to acquire a good reading, writing and speaking knowledge of the language."

J. H. P.

DIRECTORY OF ADVERTISERS (1944-1958)

- APPLETON-CENTURY-CROFTS, 35 West 32nd St., New York 1, N. Y.
AVENUE THEATRE, 345 Eglinton Ave. West, Toronto, Ont.
BANFF SCHOOL OF FINE ARTS, University of Alberta, Edmonton, Alta.
BELISLE, EDITEUR, 2 et 4 rue St-Jacques, Québec, P.Q.
BERNARD, Miss E. L., Loretteville, P.Q.
BILLADEAU, E., 287 Humberstone Avenue, Toronto, Ont.
BOOK SOCIETY OF CANADA, Agincourt, Ont.
BRETT-MACMILLAN LTD., 132 Water St., Galt, Ont.
BRITISH BOOK SERVICE, 1068 Broadview Ave., Toronto, Ont.
BURNS & MacEACHERN, 12 Grenville St., Toronto, Ont.
CANADIAN YOUTH HOSTELS ASSOCIATION, 47 Willcocks St.,
Toronto 5, Ont.
CASSELL & CO. LTD., 1068 Broadview Ave., Toronto, Ont.
CENTRE DE PSYCHOLOGIE ET PEDAGOGIE, 4803 rue Parthenais,
Montreal, P.Q.
CLARKE, IRWIN & CO. LTD., 791 St. Clair Ave. West, Toronto, Ont.
COCA-COLA LTD., 90 Broadview Ave., Toronto, Ont.
COLE'S BOOK STORE, 726 Yonge St., Toronto, Ont.
COPP CLARK PUBLISHING CO. LTD., 517 Wellington St. West, Toronto.
DENOYER-GEPPERT CO., 5235 Ravenswood Ave., Chicago 40, Ill.
DENT, J. M. & SONS (CANADA) LTD., 100 Scarsdale Road, Toronto.
DESMOND HOWARD, Kamloops, B.C.
DIANA SWEETS LTD., 187 Yonge Street, & 188 Bloor St. W., Toronto.
ECOLE ONTARIENNE, Rockland, Ont.
ELAN - LE CAMP FRANÇAIS, Shawinigan Lake, B.C.
EATON, T., CO. LTD., 190 Yonge St., Toronto, Ont.
ESTUDIOS, Duquesne University, Pittsburgh, Pa.
FRENCH REVIEW, 1309 Carroll St., Brooklyn 13, New York, N.Y.
GAGE, W. J. & CO., 1500 Birchmount Ave., Scarborough, Ont.
GAUMONT BRITISH INSTRUCTIONAL LTD., 431 Yonge St., Toronto, Ont.
GEORGE WAHR PUBLISHING CO., 105 North Main, St., Ann Arbor, Mich.
HOLLYWOOD THEATRE, 1519 Yonge St., Toronto, Ont.
HOUSE OF GRANT (CANADA) LTD., 218 Christie St., Toronto, Ont.
INSTITUT DE TRADUCTION INC., 410 rue Wiseman, Outremont
(Montréal), P.Q.
INTERNATIONAL FILM BUREAU (Canadian Representative), Box 3040,
Ottawa 3, Ont.
JOAN RIGBY LTD., 104 Bloor St. West, Toronto, Ont.
JOURNAL DES TRADUCTEURS, C.P. 6128, Université de Montréal,
Montréal, P.Q.
JUGENDPOST, 237-39 Andrews St., Rochester 4, N.Y.
LONGMANS GREEN & CO., 20 Cranfield Road, Toronto, Ont.
MACMILLAN CO. OF CANADA LTD., 70 Bond St., Toronto, Ont.
McFARLANE, J. S., St. Andrews College, Aurora, Ont.
McCLELLAND & STEWART LTD., 25 Hollinger Road, Toronto, Ont.
McGILL UNIVERSITY, Montréal, Québec.
MERRILL C. HILL PUBLISHERS, 324 Lincoln St., Stoughton, Mass.
MIDDLEBURY COLLEGE, Middlebury 16, Vermont.
MODERN LANGUAGE JOURNAL, 7144 Washington Ave., St. Louis 5, Mo.
SUMMER NUMBER, 1958

MODERN LANGUAGES, 1 Vivian Gardens, Wembley, Middlesex, England.
 NATIONAL FILM SOCIETY OF CANADA, 172 Wellington St.,
 Ottawa, Ont.
 NELSON, THOS. & SONS (CANADA) LTD., 91 Wellington St. W.,
 Toronto, Ont.
 OXFORD UNIVERSITY PRESS, 480 University Avenue, Toronto, Ont.
 PITMAN, SIR ISAAC & SONS (CANADA) LTD., 383 Church St.,
 Toronto, Ontario.
 PROVINCE DE QUEBEC, Director of Publicity, Parliament Bldgs,
 Québec, P.Q.
 QUOTIDIEN L'ÉVÉNEMENT, 45, ave Bégin, Lévis, P.Q.
 RYERSON PRESS, 299 Queen St. West, Toronto, Ont.
 SCHOOL (The School Magazine), Ontario College of Education, 371 Bloor
 St. West, Toronto, Ont.
 SIMPSON, ROBERT, CO. LTD., 176 Yonge St., Toronto, Ont.
 SMITH, W. H. & SON, 224 Yonge St., Toronto, Ont.
 SNIDERMAN'S MUSIC HALL, 714 College St., Toronto, Ont.
 ST-JULIEN D'ARS (Private School), Vienne, France.
 TROIS-PISTOLES SUMMER SCHOOL, Trois-Pistoles, P.Q., or University
 of Western Ontario, London, Ont.
 UNDERWOOD LIMITED, 135 Victoria St., Toronto, Ont.
 UNIVERSITE LAVAL, Québec, P.Q.
 UNIVERSITE DE MONTREAL, Montréal, P.Q.
 UNIVERSITY OF BRITISH COLUMBIA, Vancouver, B.C.
 UNIVERSITY OF TORONTO, Toronto, Ontario.
 UNIVERSITY OF TORONTO PRESS, U. of T., Toronto, Ont.
 WATERLOO REVIEW, Waterloo College, Waterloo, Ont.
 WESTERN RESERVE UNIVERSITY, Cleveland, Ohio.
 WINSTON, JOHN C., CO. LTD., 130 Evans St., Toronto, Ont. —
 WORLD NEWS SERVICE, 56½ Adelaide St., W., Toronto, Ont.
 YALE BOOK CO., 34 Butternut St., Toronto, Ont.

SUBSCRIPTION FORM

The Business Manager,
 "The Canadian Modern Language Review,"
 34 Butternut Street,
 Toronto, Ontario.

Dear Sir:

Please enrol me as a subscriber (renew my subscription) to the
 "Canadian Modern Language Review." You will find enclosed Three
 Dollars in payment of one year's subscription.

Signature

Address

SUGGESTIONS FOR IMPROVING THE REVIEW

1.
2.
3.

REFERENCE MATERIALS

1. Harrap's Standard French and English Dictionaries (2 vols.), available from Clarke, Irwin, Toronto.
2. Le Petit Larousse Illustré, available from Beauchemin, Montreal.
3. Dictionnaire des difficultés de la langue française by Adolphe V. Thomas (Larousse \$4.50) can be ordered direct from Larousse, Paris, France, or can probably be obtained through University of Toronto Press.

CONVERSATIONAL AIDS AND TEXTS:

1. Elementary French Conversation—Kavy & Dondo) D. C. Heath
2. Intermediate French Conversation—Kavy & Dondo) (Copp Clark)
3. Petites Conversations (Gr. IX & X), Julian Harris and Hélène Monod Cassidy, University of Wisconsin Press (The Book Society, Toronto).
4. French Conversation (with the aid of pictures)—elementary grades—Albert Filteau and Charles Villeneuve (Les Editions Schola, Montréal).
5. Histoires Illustrées—Richardson & Fletcher. Edward Arnold Company (Macmillan).

FILMS AND FILM STRIPS

1. *Lés à la ferme*—colour film strip, accompanied by record, \$5.00, available from National Film Board (excellent for Grade IX).
2. Travelogues: "Aspects de la France".
 - (a) *Bretagne, Pays de la Mer*) Available from:
 - (b) *Le Haut de Cagnes*) Audio-Visual Materials,
 - (c) *Paris à mon Cœur*) Consultation Bureau,
 - (d) *Le Mont Saint-Michel*) College of Education,
 - (e) *Les Baux de Provence*) Wayne University,
Detroit 1, Michigan.

3. *Accent Aigu* (French Language Conversational Film) available from Focus Film Co., 1385 Westwood Blvd., Los Angeles 24, California.

Consult the following catalogues which will be sent on request:

1. Write to J. J. McPherson, Director, Audio-Visual Materials, Consultation Bureau, College of Education, Wayne University, Detroit 1, Michigan.
2. International Film Bureau, 57 E. Jackson Blvd., Chicago 4, Illinois.
3. Society for French American Cultural Services and Educational Aid, 972 Fifth Avenue, New York 21, N.Y. (Excellent catalogue).
4. EMC Recordings Corporation, 806 East 7th St., St. Paul 6, Minnesota.

INDEX TO VOLUME XIV

AIMS AND OBJECTIVES

- L'importance d'une deuxième Langue pour l'Entente internationale*, Cioffari, Vincenzo; XIV, 4, 1958, p. 18
President's Remarks, Torrens, R. W.; XIV, 4, 1958, p. 7
The Psychology of the Direct Method, Klinck, George A.; XIV, 1, 1957, p. 10

AUDIO-VISUAL AIDS

- French Broadcasts*—Editorial; XIV, 2, 1958, p. 5
French Broadcasts; XIV, 2, 1958, p. 15
French Teaching Aids and Realia, Steinhauer, D.; XIV, 4, 1958, p. 42

BOOK REVIEWS — ENGLISH

- Hodgson, F. M., *Learning Modern Languages*, British Book Service, Toronto, 1955; XIV, 2, 1958, p. 51
 Needler, G. H., *Louis Riel*, Burns and McEachern, 1957; XIV, 3, 1958, p. 51

BOOK REVIEWS — FRENCH

- Adair, H. N. & D., Christopher's Dolphin Series: (5) *En route pour le Midi* (6) *Sous le ciel de Provence*; Clarke, Irwin; XIV, 4, p. 54
 Adair & Degrevé, *Le secret de la belle Hélène*; Clarke, Irwin; XIV, 4, p. 54
 Billaudeau, Eugène, *Le Français Tel Qu'on le Parle*, Oxford University Press, Toronto; XIV, 2, 1958, p. 53
 Carré, A. L., *Paul et Jacqueline*, Clarke, Irwin, 1957; XIV, 1, 1957, p. 47
 Carré, A. L., *L'aventure de Robert and Mon Premier Livre*; Clarke, Irwin, 1958; XIV, 4, p. 54
 Célières-Lipp, *Pour les Bavards*; Macmillan, XIV, 4, p. 55
 Coggin, P. A., *L'examen oral*; Clarke, Irwin; XIV, 4, p. 52
 Dale and Dale, *Leçons Élémentaires de Français*, Copp Clark, Toronto; XIV, 2, 1958, p. 54
 Fleissner, E. M., *Die Welt im Spiel*; Appleton-Century-Crofts, N. Y., 1958; XIV, 4, p. 57
 Fourré, P., *Médecin sous les Tropiques*; Clarke, Irwin, 1957; XIV, 4, p. 53
 Fourré, P., *Premier dictionnaire en images*; Clarke, Irwin, 1956; XIV, 4, p. 55
 Fowke and Johnston, *Chansons de Québec*, Waterloo Music Co., 1958; XIV, 3, p. 58

- Fraser, Squair & Parker, *Foundation Course in French*; Copp Clarke, 1957; XIV, 4, p. 51
 Glasgow & Baker, pub., *Bonjour, Chez nous, Loisirs; Der Roller*; XIV, 4, p. 55
 Hermus and Lester, *French—For First Examinations*, Macmillan, Toronto; XIV, 2, 1958, p. 53
 Jeanneret, Hislop, Lake, *Cours Moyen de Français*, Part Two, Revised Edition, Clarke, Irwin, 1957; XIV, 1, 1957, p. 44
 Kerr-Waller, E., *Montons sur les Planches*; Clarke, Irwin, 1957; XIV, 4, p. 54
 Klinck, G. A., *Auteurs de nos jours*, Ryerson Press, 1957; XIV, 1, 1957, p. 46
 Lafitte, Lucette, *Fêtes de France*, Macmillan; XIV, 1, 1957, p. 47
 Ledéseret and Ledéseret, *Aventure sous-marine*, Clarke, Irwin, XIV, 1, 1957, p. 46
 Ledéseret, R. P. & D. M., *Trafic d'Armes*; Clarke, Irwin, 1957; XIV, 4, p. 54
 Maher, G. B., *Rapid Review Tests in French Idioms and Grammar*, Ryerson Press, 1957; XIV, 3, 1958, p. 51
 Méras, *Le petit Vocabulaire*; Clarke, Irwin; XIV, 4, p. 55
 Pryce, D. K. & Foster, J. R., *French Prose Composition for Sixth Forms*; Clarke, Irwin, 1957; XIV, 4, p. 52
 Roe, C. A., *Histoires Sportives*; Longmans, Green, Toronto; XIV, 4, p. 53
 Skinner & Brady, *Vingt Contes Divers*; Macmillan, 1938-58; XIV, 4, p. 53
 Sniderman, Morris, *Comme il vous plaira*, Nelson, 1958; XIV, 3, 1958, p. 53
 Stock, Stock, Jeanneret, *Le Français vivant*, Grades IX and X, Copp Clark, 1957; XIV, 1, 1957, p. 45
 Torrens, R. W., *Lecture variées*; Copp Clarke, 1958; XIV, 4, p. 52
 Treherne, M., *Apprenons avec Anatole*, I; Clarke, Irwin; XIV, 4, p. 56
 Verne, adapted by Pattay, E., *Le tour du Monde en quatre-vingt jours*; Macmillan; XIV, 4, p. 54
 Wells, S., *Plaisir du français*; Clarke, Irwin, 1957; XIV, 4, p. 52
 Whitmarsh & Klinck, *Parlons français II* (revised); Longmans, Green, 1958; XIV, 4, p. 51

BOOK REVIEWS — GERMAN

- Anderson, W. E., *Das schöne Deutschland*; Clarke, Irwin; XIV, 4, p. 56
- Bithell, Jethro, *An Anthology of German Poetry 1730-1830*, Methuen & Co.; XIV, 2, 1958, p. 55
- Corbett and Eichele, *Classified Revision Exercises in German*, Clarke, Irwin; XIV, 1, 1957, p. 47
- Fleissner, E. M. & O. S., *Die Welt im Spiel*; Appleton-Century-Crofts; XIV, 4, p. 56
- Hallamore & Jetter, *Am Kreuzweg*; Brett-Macmillan, 1957, XIV, 4, p. 57
- Kleist, ed. Samuel, R., *Prinz Friedrich von Homburg*, XIV, 4, p. 57
- Méras and Miller, *Kleiner Wortschatz*, Clarke, Irwin, Toronto; XIV, 2, 1958, p. 54
- Orton, Eric, *F192 Hat Verspätung*, Clarke, Irwin, Toronto; XIV, 2, 1958, p. 54
- Schinnerer, *Beginning German*; Brett-Macmillan, 1956, XIV, 4, p. 57
- Steinhauer & Sundermeyer, *Introduction to German*; Brett-Macmillan, 1956; XIV, 4, p. 57
- Vail & Cunz, *German for Beginners*; Ronald Press, N. Y., 1958; XIV, 4, p. 57
- Van der Luyster, N., *German for Beginners*; Cromwell, N.Y., 1957; XIV, 4, p. 56

BOOK REVIEWS — SPANISH

- De Chasca, Edmund, *Estructura y forma en "El Poema de Mio Cid"*, University of Iowa Press, Iowa City, 1955; XIV, 1, 1957, p. 47
- Mezzacappa, A. L., *Elementary Spanish*; Cromwell; XIV, 4, p. 57
- Parker, J. H., *Breve Historia del Teatro Espanol*, University of Toronto Bookstore, 1957; XIV, 3, 1958, p. 54
- Riccio, G. J., *Introduction to Brazilian Portuguese*; U. S. Naval Inst., Annapolis, Md., 1957; XIV, 4, p. 58
- Rodriguez, M. B., *The Spirit of Spanish America*; Appleton-Century-Crofts, N. Y., 1957; XIV, 4, p. 58
- Vieyra, C. O., *Las Móviles de la Comedia en Lope, Alarcón Tiras, Moreto, Rojas, Calderón*, 1957; XIV, 3, 1958, p. 55

EXAMINATIONS

- Standardized French Tests for Grade XII Pupils of the General Course*. Sniderman, M.; XIV, 4, 1958, p. 32

SUMMER NUMBER, 1958

Term Examinations, French

- Easter; IX, X, XI, XII, XIII; XIV, 2, 1958, p. 35
- Term Examinations, German*
Easter; X, XI, XII; XIV, 2, 1958, p. 42
June; XIV, 3, 1958, p. 43
- Term Examinations, Spanish*
Easter; XI, XII; XIV, 2, 1958, p. 47
- The Grade XIII Examinations*—
Editorial; XIV, 2, 1958, p. 5

GRAMMAR

- Let's Be More Definite About The Past Definite*, Hayne, D. M.; XIV, 4, 1958, p. 36
- Putting Glamour into Grammar*—
Editorial; XIV, 2, 1958, p. 5

GRAMMAR — FRENCH

- Review of Grammatical Topics and Idioms (Based on the New Course of Study in French)*, Klink, G. A.; XIV, 1, 1957, p. 23; 2, 1958, p. 23

GRAMMAR — GERMAN

- A Review of Modal Verbs Based on "Georg und die Zwischenfälle"*, Thow, John; XIV, 3, 1958, p. 75

GRAMMAR — SPANISH

- Spanish Prose Passages For Grade XIII* based on *El Alférez Real*, S. Fielden-Briggs; XIV, 3, 1958, p. 30

JOKES AND BONERS

- Anecdote, XIV, 2, 1958, p. 27
- Tidbits, XIV, 2, 1958, p. 22

LANGUAGE PROGRAMMES

- A New Concept in Language Training*. Casaubon, T. P.; XIV, 2, 1958, p. 14
- An Experiment in Language Learning*. Hodgson, F. M.; XIV, 3, 1958, p. 17
- Deutsche Sprichwörter*, Wagner, R. F. XIV, 3, 1958, p. 20
- How Much Time Do You Waste in the Classroom?* Shopiro, David; XIV, 2, 1958, p. 20
- Impressions of France, her Schools and the Teaching of Modern Languages*, Ritter, A. C., XIV, 2, 1958, p. 7
- Le Bilinguisme Scolaire au Nouveau-Brunswick*, Taillon, Leopold; XIV, 3, 1958, p. 7
- The Revised Course of Study in French*, Sniderman, M.; XIV, 1, 1957, p. 7
- Why Learn Foreign Languages?* The Educational Magazine; XIV, 2, 1958, p. 19

LITERATURE AND THE ARTS

- Maria, Chappdelaine, Hicks, R. K.,
XIV, 4, p. 26
Recent Trends in Spanish Poetry,
Marin, Diego; XIV, 2, 1958, p. 16
3, 1958, p. 13
The Bilingual Seminar on French
Canada Today, Parsons, C. R.,
XIV, 4, p. 24
The New University of Caen, Stock,
Marie; XIV, 3, 1958, p. 10

O.M.L.T.A. NEWS

- C.E.A. Convention; XIV, 4, p. 50
Fall Conference, 1958; XIV, 4, p. 50
Resolutions, 1958; XIV, 4, p. 49
Easter Convention Programme, 1958;
XIV, 2, 1958, p. 1
Easter Convention 1958; XIV, 3,
1958, p. 5
O.M.L.T.A. Fall Convention, 1957;
Fox, A. M.; XIV, 2, 1958, p. 26
O.M.L.T.A. Fall Conference Pro-
gramme; XIV, 1, 1957, p. 5
O.M.L.T.A. Resolutions 1957, Fox,
A. M.; XIV, 1, 1957, p. 20
O.M.L.T.A. Resolutions 1958, Fox,
A. M.; XIV, 4, 1958, p. 49

ORAL WORK AND PRONUNCIATION

- La Prononciation élémentaire*,
Casaubon, T.; XIV, 1, 1957, p. 15

PROBLEMS AND DIFFICULTIES

- Foreign Exchange*, Kenney, Morgan;
XIV, 1, 1957, p. 22
XIV, 2, 1958, p. 23
XIV, 3, 1958, p. 32
XIV, 4, 1958, p. 28

REVIEW EXERCISES — FRENCH

- Review Exercises for Grade XIII*
French, Stock, Dora; XIV, 1,
1957, p. 25

REVIEW SENTENCES — SPANISH

- Spanish Prose Passages for Grade*
XIII, Fielden-Briggs, S.; XIV, 2,
1958, p. 81
Spanish Prose Passages Based on "El
Alferez Real", Fielden-Briggs, S.;
XIV, 1, 1957, p. 30

- Term Examinations—French*, selected
by Doris Schissler,
XIV, 1, 2, 3 p. 32

- Term Examinations—German*, selected
by Doris Schissler,
XIV, 1, 2, 3 p. 40

- Term Examinations—Spanish*, selected
by Doris Schissler,
XIV, 1, 2, 3 p. 42

TRAVEL

- A Letter to the Editor*, Shearer,
Kenneth; XIV, 2, 1958, p. 21

VOCABULARY — FRENCH

- English Invasion of the French Vo-*
cabulary (London "Times", August
6, 1957); courtesy of Harrington,
J. S.; XIV, 1, 1957, p. 18

- The Canadian's French*, Dabray de la
Hève, Jeannot; XIV, 4, 1958, p. 30



Now You Can Get EDITIONS IN ENGLISH

of Latin, Greek, and Modern Foreign Language school
and college texts.

We can supply the translations and dictionaries of all publishers
at no increase in price. Write for Free Catalog.

THE TRANSLATION PUBLISHING CO., INC.
67 IRVING PLACE NEW YORK 3, N. Y.

JOURNAL DES TRADUCTEURS

TRANSLATORS' JOURNAL

Périodique trimestriel

Organe d'information et de recherche dans
les domaines de la traduction et de l'interprétation

publié avec le concours de
L'Institut de Traduction, Inc.
Montréal

Directeur:

JEAN-PAUL VINAY
Secrétariat de la Rédaction

Section de Linguistique
C. P. 6128, Université de Montréal

Abonnement: \$3.00

"The outstanding general journal of modern language teaching
in the United States"

The Modern Language Journal

brings to its readers every month stimulating and helpful articles on
methods, materials, pedagogical research, publications and textbooks
in the field.

Edited by CAMILLO P. MERLINO, Boston University,
Boston, Massachusetts

Published by the National Federation of Modern Language
Teachers' Associations.

Eight issues a year, monthly except June, July, August, and
September. Current subscription, \$4.00 a year. Foreign
countries (including Canada), \$4.50 a year net in U.S.A. funds

Sample copy on request

THE MODERN LANGUAGE JOURNAL

Stephen L. Pitcher, Business Manager

7114 Washington Avenue, St. Louis 5, Missouri

"VOCATIONAL OPPORTUNITIES FOR FOREIGN LANGUAGE
STUDENTS" (third revised edition of 1949) by Dr. Theodore
Huebener, Director of Foreign Languages, Public Schools, City of New
York, may be obtained from the business manager of the Modern
Language Journal. Price 30 cents, postpaid, payable in advance.

ENJOY A QUEBEC VACATION



PICTURESQUE

Visit the picturesque towns and villages along the rivers and in the mountain districts of Québec.



ROMANTIC

In the narrow streets of old Québec, in the quaint beauty of its churches and chapels, in the unhurried way of life in French-Canada, you glimpse a fascinating old-world atmosphere.



HISTORIC

Tour the historic sites of La Province de Québec where great events have left their imprint on world as well as local history.

Spend rapturous hours in La Province de Québec. Everywhere you will be welcomed with French-Canadian hospitality in comfortable modern inns and hotels.

243

For road maps and illustrated booklets; write — Provincial Publicity Bureau, Parliament Buildings, Québec City, Canada; or 48 Rockefeller Plaza, New York 20, N.Y.



